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ABSTRACT

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 1,191 students with learning disabilities (ages 13-21). The study design involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study and describes the research methodology used. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

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THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled

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July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

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SRI International

National Longitudinal Transition Study

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INTRODUCTION

This volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). It reports on characteristics, experiences, and achievements of youth who were categorized as having learning disabilities by the schools or school districts they attended as special education students in the 1985-86 school year. Eight companion volumes provide similar information for youth classified into other disability categories; an overview volume in the series presents data for youth in all 11 federal disability categories.*

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.**

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment program. It has been very difficult to paint a broad picture of students from this fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with learning disabilities, for example, and how they differed from those of youth with orthopedic impairments or multiple handicaps.

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* All volumes of the statistical almanac series are listed at the conclusion of this introduction.

** Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- ***Individual and family characteristics*** (e.g., demographics, disability-related characteristics).
- ***Independent functioning*** (e.g., residential independence, financial independence, functional abilities).
- ***Social experiences*** (e.g., belonging to school or community groups, socializing with friends).
- ***School programs*** (e.g., courses taken, support services provided, educational placements).
- ***School characteristics and policies*** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- ***School achievement and completion*** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- ***Employment characteristics*** (e.g., rates of employment, job types and duration, wages).
- ***Postsecondary education participation*** (in vocational schools and 2-year and 4-year colleges).

- ***Services provided by the school and other sources*** (e.g., job training, physical therapy, counseling).

- ***Parental expectations for youth in the areas of education, employment, and independence.***

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- ***The Parent/Guardian Survey***. In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey will be repeated in 1990, when youth will be interviewed if they are able to respond.

- ***School Record Abstracts***. Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86 or 1986-87 school year). This information relates to courses taken, grades achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected in 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- ***School Program Survey***. Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.

- ***Explanatory Substudies***. Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,* which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

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* Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their district to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7 through 12 or whose birthdays were in 1972 or before, whether or not they were served within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

	N	Response Rate
Parent interview	7619	71%
School records	6241	60
School survey	6672	64

Weighting Procedures and the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

(A) Youth whose parents responded to the telephone interview.

(B) Youth whose parents did not respond to the telephone interview but were interviewed in person.

(C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:*

(1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.

(2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).

(3) Bias due to circumstances that made it infeasible to locate or process a student's school record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school. Adjusting the weights to eliminate bias in the income distribution eliminated bias in parental educational attainment and ethnic composition, but did not affect differences in dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

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* We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

Weighting was accomplished using the following steps:

- Data from groups A and B were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.

- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).

- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.

- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ±1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for males and females with learning disabilities is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p<.05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^{\,2} + SE_2^{\,2}} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost- effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.

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- Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo- replication. For each variable, standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.

  The following formula was used to estimate the standard error of the mean for students in all conditions:

  $$\text{Standard error} = [(1/16)\ \Sigma_i\ (M_i - M)^2]^{1/2}$$

  where M_i is the mean calculated for students in one of the 16 half- samples), M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

  $$E = M_w^2/(M_w^2 + S_w^2)$$

  where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

  $$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

  where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

  $$\text{Standard error} = [S2/(N \times E)]^{1/2}$$

  where S^2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit was a 45 degree line. That is, on average, the formula based on estimates of effective sample size neither systematically overestimated nor underestimated the standard error obtained using pseudo-replication, arguing for use of the more cost-effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- ***Estimation of Sampling Errors***. The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.

- ***Subgroup Definitions***. The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Further, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.

- ***Sources of Data and Data Reliability***. Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discepancies. However, for most items, only one source of data was available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias are discussed in Appendix A.

- ***Items of a Sensitive Nature.*** A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.

- ***Missing Data.*** Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

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TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents data related to special education students categorized by the school or district they attended in the 1985-86 school year as having learning disabilities. This category is defined to include youth having a disorder in one or more of the basic psychological processes involved in understanding or using language (spoken or written), which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including: perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (It does not include students with learning problems resulting from visual, hearing, or motor handicaps, nor mental retardation). The tables describe:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has two parts. Part A presents data for the appropriate full sample of youth categorized as having learning disabilities and for youth with learning disabilities in the following subgroups:

- ***Community***. The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).
- ***Gender***. Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).
- ***Age in 1987***. Youth are categorized by age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.
- ***School status***. Using parent and school reports,* youth are categorized as:
    - ***In-school.*** Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.
    - ***Out 1 Year or Less.*** Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent

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* See Appendix A for more detailed information on construction of the school status variable.

interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

- ***Out 1 to 2 Years***. Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

Part B presents data for youth with learning disabilities in the following subgroups:

- ***Household Income***. Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than $12,000, $12,000 to $24,999, or $25,000 or more.
- ***Ethnicity***. Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.
- ***Head of household education.*** Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades). Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Characteristics of Youth	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth:												
15 or 16 years old	34.8	38.0	32.9	34.1	32.1	42.3	100	0.0	0.0	48.8	7.7	4.0
	(2.0)	(4.3)	(3.4)	(3.4)	(2.3)	(4.1)	(0.0)	(0.0)	(0.0)	(2.7)	(2.5)	(1.7)
17 or 18 years old	40.7	38.6	41.8	42.9	42.5	35.6	0.0	100	0.0	46.0	36.2	23.4
	(2.1)	(4.3)	(3.6)	(3.6)	(2.4)	(4.0)	(0.0)	(0.0)	(0.0)	(2.7)	(4.5)	(3.8)
19 to 21 years old	24.0	22.5	25.1	22.4	24.8	21.6	0.0	0.0	97.7	5.1	55.4	70.4
	(1.8)	(3.7)	(3.1)	(3.0)	(2.1)	(3.4)	(0.0)	(0.0)	(1.0)	(1.2)	(4.7)	(4.1)
More than 21 years old	0.6	0.9	0.2	0.6	0.6	0.5	0.0	0.0	2.3	0.1	0.7	2.3
	(0.3)	(0.8)	(0.3)	(0.6)	(0.4)	(0.6)	(0.0)	(0.0)	(1.0)	(0.2)	(0.8)	(1.3)
Number of respondents	1191	283	387	385	895	294	284	420	487	610	236	323
Average age	17.3	17.2	17.3	17.3	17.4	17.1	15.6	17.4	19.6	16.6	18.5	19.1
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.0)	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)
Number of respondents	1191	283	387	385	895	294	284	420	487	610	236	323
Percentage who were male	73.4	68.2	74.7	74.7	100	0.0	67.8	76.7	76.0	72.3	76.8	75.7
	(1.9)	(4.1)	(3.2)	(3.2)	(0.0)	(0.0)	(3.7)	(2.8)	(3.0)	(2.5)	(4.0)	(3.8)
Number of respondents	1189	283	387	383	895	294	284	420	485	610	235	322
Percentage who were:												
Black, not Hispanic	21.6	48.4	7.8	8.6	21.5	21.7	22.2	21.4	21.1	22.4	22.0	16.3
	(1.9)	(4.6)	(2.1)	(2.3)	(2.2)	(3.8)	(3.6)	(3.0)	(3.1)	(2.4)	(4.4)	(3.7)
White, not Hispanic	67.2	30.7	85.8	85.0	68.8	62.7	63.6	69.8	68.1	66.2	71.1	69.0
	(2.2)	(4.2)	(2.7)	(2.9)	(2.5)	(4.5)	(4.2)	(3.3)	(3.6)	(2.8)	(4.8)	(4.6)
Hispanic	8.4	17.4	3.3	5.1	7.4	11.3	9.9	7.2	8.3	8.5	5.5	10.8
	(1.3)	(3.5)	(1.4)	(1.8)	(1.4)	(2.9)	(2.6)	(1.9)	(2.1)	(1.6)	(2.4)	(3.1)
American Indian/Alaskan Native	1.2	1.2	1.6	0.7	1.3	0.8	2.3	0.5	0.9	1.2	0.6	1.7
	(0.5)	(1.0)	(1.0)	(0.7)	(0.6)	(0.8)	(1.3)	(0.5)	(0.7)	(0.6)	(0.8)	(1.3)
Asian/Pacific Islander	0.6	0.5	0.7	0.7	0.5	0.9	0.7	0.6	0.5	0.7	0.0	0.8
	(0.4)	(0.7)	(0.7)	(0.7)	(0.4)	(0.9)	(0.7)	(0.5)	(0.6)	(0.5)	(0.0)	(0.9)
Other	1.0	1.7	0.8	0.0	0.4	2.6	1.3	0.6	1.2	0.9	0.9	1.3
	(0.5)	(1.2)	(0.7)	(0.0)	(0.3)	(1.5)	(1.0)	(0.5)	(0.8)	(0.6)	(1.0)	(1.1)
Number of respondents	994	259	338	300	751	243	240	355	399	543	191	257
Percentage who spoke at home:												
English	97.8	96.4	99.8	97.5	97.9	97.4	98.3	98.3	96.2	97.8	98.5	97.1
	(0.7)	(1.7)	(0.4)	(1.3)	(0.8)	(1.5)	(1.1)	(0.9)	(1.5)	(0.9)	(1.3)	(1.7)
Another spoken language	2.1	3.1	0.2	2.5	1.9	2.6	1.7	1.3	3.8	2.0	1.5	2.9
	(0.7)	(1.6)	(0.4)	(1.3)	(0.7)	(1.5)	(1.1)	(0.8)	(1.5)	(0.8)	(1.3)	(1.7)
No spoken language	0.1	0.5	0.0	0.0	0.2	0.0	0.0	0.3	0.0	0.2	0.0	0.0
	(0.2)	(0.6)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.4)	(0.0)	(0.3)	(0.0)	(0.0)
Number of respondents	962	247	326	294	725	237	232	336	394	525	185	251

Source: Parent interviews.

Table 1B: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth:									
15 or 16 years old	36.4	35.0	32.6	35.7	32.9	40.9	32.6	36.4	38.2
	(4.9)	(4.1)	(3.4)	(5.0)	(2.6)	(8.5)	(3.8)	(3.6)	(4.6)
17 or 18 years old	36.9	42.1	41.4	40.3	42.2	34.8	40.7	38.8	38.8
	(4.9)	(4.2)	(3.5)	(5.1)	(2.7)	(8.2)	(4.0)	(3.7)	(4.6)
19 to 21 years old	26.3	22.3	25.6	23.4	24.4	24.0	26.3	24.2	22.5
	(4.5)	(3.5)	(3.1)	(4.4)	(2.3)	(7.4)	(3.5)	(3.2)	(4.0)
More than 21 years old	0.4	0.6	0.4	0.6	0.5	0.2	0.5	0.5	0.4
	(0.7)	(0.7)	(0.5)	(0.8)	(0.4)	(0.8)	(0.6)	(0.5)	(0.6)
Number of respondents	192	271	391	194	706	66	324	366	237
Average age	17.3	17.3	17.4	17.3	17.3	17.1	17.4	17.3	17.2
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)
Number of respondents	192	271	391	194	706	66	324	366	237
Percentage who were male	71.3	77.6	73.2	73.8	75.7	65.0	72.0	77.3	71.5
	(4.6)	(3.6)	(3.2)	(4.6)	(2.3)	(8.2)	(3.6)	(3.2)	(4.3)
Number of respondents	192	271	391	194	706	66	324	366	237
Percentage who were:									
Black, not Hispanic	37.5	19.8	9.6	100	0.0	0.0	28.3	21.4	12.0
	(4.9)	(3.4)	(2.1)	(0.0)	(0.0)	(0.0)	(3.6)	(3.1)	(3.1)
White, not Hispanic	48.3	67.6	84.3	0.0	100	0.0	54.5	68.8	82.8
	(5.1)	(4.0)	(2.6)	(0.0)	(0.0)	(0.0)	(4.0)	(3.5)	(3.6)
Hispanic	11.9	10.4	2.1	0.0	0.0	100	16.0	5.3	2.4
	(3.3)	(2.6)	(1.0)	(0.0)	(0.0)	(0.0)	(2.9)	(1.7)	(1.4)
American Indian/Alaskan Native	1.1	2.2	0.4	0.0	0.0	0.0	1.2	1.5	0.5
	(1.1)	(1.3)	(0.5)	(0.0)	(0.0)	(0.0)	(0.9)	(0.9)	(0.7)
Asian/Pacific Islander	0.0	0.0	1.9	0.0	0.0	0.0	0.0	0.6	1.6
	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.6)	(1.2)
Other	1.2	0.0	1.6	0.0	0.0	0.0	0.0	2.3	0.7
	(1.1)	(0.2)	(0.9)	(0.0)	(0.0)	(0.0)	(0.0)	(1.1)	(0.8)
Number of respondents	192	271	391	194	706	66	324	366	237
Percentage who spoke at home:									
English	96.3	97.5	99.1	100	99.7	75.0	96.3	98.5	98.7
	(1.9)	(1.3)	(0.7)	(0.0)	(0.3)	(7.7)	(1.5)	(0.9)	(1.1)
Another spoken language	3.7	2.0	0.9	0.0	0.3	23.4	3.3	1.5	1.3
	(1.9)	(1.2)	(0.7)	(0.0)	(0.3)	(7.5)	(1.4)	(0.9)	(1.1)
No spoken language	0.0	0.4	0.0	0.0	0.0	1.7	0.4	0.0	0.0
	(0.0)	(0.6)	(0.0)	(0.0)	(0.0)	(2.3)	(0.5)	(0.0)	(0.0)
Number of respondents	191	270	391	186	686	63	323	365	237

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Characteristics of Households	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in households with:												
A single parent	34.3	55.3	22.9	25.2	32.7	38.7	34.4	33.1	36.0	32.7	34.2	41.7
	(2.3)	(4.7)	(3.4)	(3.7)	(2.6)	(4.6)	(4.2)	(3.6)	(3.8)	(2.8)	(5.2)	(5.1)
Neither natural parent	5.2	4.4	4.1	7.4	4.8	6.1	5.0	5.1	5.3	5.3	6.8	2.9
	(1.1)	(2.0)	(1.6)	(2.2)	(1.2)	(2.3)	(2.0)	(1.7)	(1.8)	(1.4)	(2.7)	(1.8)
Other disabled children	18.4	22.4	16.6	16.5	15.8	25.6	20.2	18.5	15.9	18.9	18.6	16.1
	(1.8)	(3.9)	(3.0)	(3.1)	(2.0)	(4.2)	(3.6)	(2.9)	(2.9)	(2.3)	(4.3)	(3.8)
Disabled head of household	10.1	11.4	8.4	10.0	9.5	11.7	5.8	14.7	8.7	9.0	11.1	13.6
	(1.4)	(3.0)	(2.2)	(2.5)	(1.6)	(3.1)	(2.1)	(2.7)	(2.2)	(1.7)	(3.4)	(3.5)
Number of respondents	894	231	314	281	671	223	218	307	369	495	176	223
Average number of children in household	2.5	2.7	2.4	2.3	2.4	2.6	2.9	2.3	2.2	2.6	2.3	2.1
	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)
Number of respondents	930	242	315	285	699	231	227	321	382	512	176	242
Percentage with head of household with highest education being:												
Some high school	37.8	47.6	29.0	38.2	36.7	40.6	34.7	38.8	40.3	37.3	33.8	43.7
	(2.3)	(4.7)	(3.6)	(4.1)	(2.6)	(4.7)	(4.2)	(3.7)	(3.9)	(2.9)	(5.2)	(5.2)
High school diploma	39.1	36.5	39.6	40.0	40.9	34.1	40.3	38.4	38.5	39.1	39.6	38.8
	(2.3)	(4.5)	(3.9)	(4.1)	(2.7)	(4.5)	(4.3)	(3.7)	(3.8)	(2.9)	(5.3)	(5.1)
Some college or 2-year degree	14.5	9.5	18.8	14.8	13.7	16.8	17.3	12.3	14.0	14.5	14.6	14.2
	(1.7)	(2.8)	(3.1)	(3.0)	(1.9)	(3.6)	(3.4)	(2.5)	(2.7)	(2.1)	(3.9)	(3.6)
4-year college degree or more	8.6	6.5	12.6	7.1	8.7	8.5	7.7	10.4	7.1	9.1	12.1	3.3
	(1.3)	(2.3)	(2.7)	(2.2)	(1.5)	(2.7)	(2.4)	(2.3)	(2.0)	(1.7)	(3.6)	(1.8)
Number of respondents	927	239	317	283	698	229	227	320	380	510	178	239

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Households	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in households with:									
A single parent	63.9	34.0	11.0	63.0	23.1	45.6	37.1	35.1	28.8
	(4.9)	(4.0)	(2.3)	(5.2)	(2.4)	(8.7)	(3.9)	(3.6)	(4.3)
Neither natural parent	5.1	4.3	5.6	7.8	4.3	0.9	3.7	4.7	6.5
	(2.4)	(1.8)	(1.7)	(3.0)	(1.2)	(1.7)	(1.6)	(1.6)	(2.3)
Other disabled children	20.0	21.1	15.3	15.5	18.5	23.9	25.8	14.1	13.6
	(4.1)	(3.5)	(2.6)	(3.9)	(2.2)	(7.5)	(3.5)	(2.6)	(3.3)
Disabled head of household	16.9	12.6	3.3	11.6	9.9	9.3	18.1	7.7	0.9
	(3.8)	(2.8)	(1.3)	(3.5)	(1.7)	(5.1)	(3.1)	(2.0)	(0.9)
Number of respondents	168	261	388	164	645	58	300	350	234
Average number of children in household	2.5	2.6	2.2	2.8	2.3	2.9	2.7	2.3	2.3
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.3)	(0.1)	(0.1)	(0.1)
Number of respondents	191	270	391	180	660	64	323	365	236
Percentage with head of household with highest education being:									
Some high school	50.7	45.7	17.0	49.0	30.9	69.5	100	0.0	0.0
	(5.1)	(4.3)	(2.7)	(5.4)	(2.6)	(8.1)	(0.0)	(0.0)	(0.0)
High school diploma	39.8	37.1	40.2	38.3	40.4	24.1	0.0	100	0.0
	(5.0)	(4.1)	(3.5)	(5.3)	(2.8)	(7.5)	(0.0)	(0.0)	(0.0)
Some college or 2-year degree	8.1	10.9	23.6	10.4	17.9	2.8	0.0	0.0	62.6
	(2.8)	(2.7)	(3.1)	(3.3)	(2.2)	(2.9)	(0.0)	(0.0)	(4.6)
4-year college degree or more	1.4	6.2	19.1	2.3	10.8	3.6	0.0	0.0	37.4
	(1.2)	(2.1)	(2.8)	(1.6)	(1.8)	(3.3)	(0.0)	(0.0)	(4.6)
Number of respondents	191	270	391	179	658	64	324	366	237

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES (Concluded)

Characteristics of Households	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in household with 1986 annual income:												
Less than $12,000	31.1	45.1	15.6	29.3	29.9	34.5	32.6	28.4	33.2	31.4	27.3	33.3
	(2.3)	(4.9)	(3.1)	(3.9)	(2.6)	(4.8)	(4.4)	(3.5)	(3.9)	(2.9)	(5.1)	(5.1)
$12,000 to $24,999	34.3	34.9	34.2	35.4	35.9	29.8	34.6	35.8	31.5	33.7	33.7	38.0
	(2.4)	(4.7)	(4.0)	(4.2)	(2.8)	(4.6)	(4.5)	(3.8)	(3.9)	(3.0)	(5.4)	(5.3)
$25,000 to $37,999	17.6	13.7	21.7	18.4	18.4	15.6	16.8	19.0	16.6	19.0	15.8	13.4
	(1.9)	(3.4)	(3.5)	(3.4)	(2.2)	(3.6)	(3.5)	(3.1)	(3.1)	(2.5)	(4.2)	(3.7)
$38,000 to $50,000	10.4	4.0	16.0	12.2	10.8	8.9	9.9	11.0	9.9	10.3	13.2	7.6
	(1.5)	(1.9)	(3.1)	(2.8)	(1.8)	(2.9)	(2.8)	(2.5)	(2.5)	(1.9)	(3.9)	(2.9)
More than $50,000	6.6	2.3	12.5	4.7	5.0	11.2	6.1	5.7	8.8	5.6	10.0	7.8
	(1.2)	(1.5)	(2.8)	(1.8)	(1.3)	(3.2)	(2.2)	(1.8)	(2.3)	(1.5)	(3.4)	(2.9)
Number of respondents	846	219	286	266	636	210	204	299	343	466	163	217
Percentage in households that received:												
Social Security Disability Income	7.2	6.3	8.8	5.7	8.2	4.7	3.8	8.7	9.8	5.7	9.9	11.9
	(1.2)	(2.3)	(2.3)	(2.0)	(1.5)	(2.0)	(1.7)	(2.1)	(2.3)	(1.4)	(3.2)	(3.4)
Social Security survivors benefits	6.7	8.4	6.5	6.1	6.9	6.1	5.5	7.3	7.3	7.0	6.4	5.4
	(1.2)	(2.6)	(2.0)	(2.0)	(1.4)	(2.3)	(2.0)	(2.0)	(2.1)	(1.5)	(2.7)	(2.4)
Supplemental Security Income	6.1	7.2	4.8	3.8	5.3	8.4	2.9	8.1	7.6	5.6	5.9	8.9
	(1.1)	(2.5)	(1.7)	(1.6)	(1.2)	(2.6)	(1.5)	(2.1)	(2.1)	(1.4)	(2.5)	(3.0)
Medicaid or equivalent	16.6	28.4	8.5	11.7	16.1	17.9	17.0	15.3	17.9	16.5	15.5	18.2
	(1.8)	(4.3)	(2.2)	(2.7)	(2.0)	(3.6)	(3.3)	(2.7)	(3.0)	(2.2)	(3.9)	(4.0)
Aid to Families with Dependent Children	12.3	22.2	7.4	6.8	11.8	13.8	16.3	10.7	9.3	13.5	9.3	9.7
	(1.6)	(4.0)	(2.1)	(2.1)	(1.8)	(3.3)	(3.3)	(2.3)	(2.3)	(2.1)	(3.1)	(3.1)
Public assistance	11.1	23.8	5.5	5.5	9.6	15.5	12.7	11.0	9.0	11.3	8.4	13.2
	(1.5)	(4.0)	(1.8)	(1.9)	(1.6)	(3.4)	(3.0)	(2.4)	(2.3)	(1.9)	(3.0)	(3.5)
Food stamps	22.5	36.4	12.6	18.7	21.8	24.6	27.4	21.9	16.6	24.3	16.9	19.7
	(2.0)	(4.6)	(2.7)	(3.3)	(2.3)	(4.1)	(3.9)	(3.1)	(2.9)	(2.6)	(4.0)	(4.1)
Other benefits	12.5	8.8	9.9	18.4	13.2	10.5	14.2	10.4	13.6	12.4	14.4	11.4
	(1.6)	(2.7)	(2.4)	(3.3)	(1.9)	(2.9)	(3.1)	(2.3)	(2.7)	(2.0)	(3.8)	(3.3)
None of these benefits	56.4	45.4	66.8	57.0	56.5	56.2	52.9	59.6	56.4	56.3	57.4	55.7
	(2.4)	(4.7)	(3.8)	(4.2)	(2.7)	(4.7)	(4.4)	(3.7)	(3.9)	(3.0)	(5.3)	(5.1)
Number of respondents	919	238	315	279	691	228	223	317	377	504	176	237

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES (Concluded)

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in household with 1986 annual income:									
Less than $12,000	100	0.0	0.0	53.4	22.3	46.9	42.1	31.6	12.5
	(0.0)	(0.0)	(0.0)	(5.7)	(2.5)	(9.7)	(4.2)	(3.7)	(3.3)
$12,000 to $24,999	0.0	100	0.0	31.1	34.4	45.2	42.0	32.5	25.0
	(0.0)	(0.0)	(0.0)	(5.2)	(2.8)	(9.7)	(4.2)	(3.7)	(4.3)
$25,000 to $37,999	0.0	0.0	51.0	12.6	20.0	7.8	10.4	20.1	25.2
	(0.0)	(0.0)	(3.6)	(3.8)	(2.4)	(5.2)	(2.6)	(3.2)	(4.3)
$38,000 to $50,000	0.0	0.0	29.9	1.8	14.1	0.0	3.2	11.9	19.3
	(0.0)	(0.0)	(3.3)	(1.5)	(2.1)	(0.0)	(1.5)	(2.6)	(3.9)
More than $50,000	0.0	0.0	19.1	1.2	9.2	0.0	2.4	3.8	18.0
	(0.0)	(0.0)	(2.9)	(1.2)	(1.7)	(0.0)	(1.3)	(1.5)	(3.8)
Number of respondents	192	271	383	162	606	53	288	334	222
Percentage in households that received:									
Social Security Disability Income	12.8	7.9	2.1	10.2	7.1	3.4	11.8	4.3	4.1
	(3.4)	(2.3)	(1.0)	(3.3)	(1.4)	(3.2)	(2.6)	(1.5)	(1.9)
Social Security survivors benefits	9.1	9.2	2.7	8.8	6.4	4.1	6.3	9.3	3.1
	(2.9)	(2.5)	(1.2)	(3.1)	(1.4)	(3.5)	(2.0)	(2.2)	(1.6)
Supplemental Security Income	13.8	4.8	0.5	13.0	4.2	2.4	9.3	6.0	1.2
	(3.5)	(1.8)	(0.5)	(3.7)	(1.1)	(2.7)	(2.3)	(1.8)	(1.0)
Medicaid or equivalent	44.0	9.7	0.9	28.7	10.7	31.4	25.2	13.3	7.8
	(5.1)	(2.5)	(0.7)	(4.9)	(1.7)	(8.1)	(3.5)	(2.6)	(2.5)
Aid to Families with Dependent Children	35.0	6.1	0.3	25.0	8.6	8.6	19.6	10.1	4.5
	(4.9)	(2.0)	(0.4)	(4.7)	(1.6)	(5.0)	(3.2)	(2.3)	(2.0)
Public assistance	27.5	5.9	1.2	22.7	5.0	27.5	20.3	7.6	2.1
	(4.6)	(2.0)	(0.8)	(4.6)	(1.2)	(7.8)	(3.3)	(2.0)	(1.3)
Food stamps	58.9	12.0	1.4	43.6	14.3	31.8	37.4	18.4	5.6
	(5.0)	(2.8)	(0.8)	(5.4)	(2.0)	(8.2)	(3.9)	(2.9)	(2.2)
Other benefits	12.7	16.4	9.1	11.3	13.7	8.7	13.8	13.7	8.8
	(3.4)	(3.2)	(2.1)	(3.4)	(1.9)	(4.9)	(2.8)	(2.6)	(2.7)
None of these benefits	18.4	58.4	85.8	35.5	63.2	56.3	41.0	57.5	79.3
	(4.0)	(4.2)	(2.5)	(5.2)	(2.7)	(8.7)	(4.0)	(3.7)	(3.8)
Number of respondents	190	268	390	178	654	62	320	359	234

Source: Parent interviews

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH LEARNING DISABILITIES ATTENDED SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Community Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended school in area that was:												
Urban	28.2	100	0.0	0.0	26.4	33.0	30.8	26.3	27.6	29.5	25.5	24.3
	(2.0)	(0.0)	(0.0)	(0.0)	(2.3)	(4.1)	(3.9)	(3.0)	(3.3)	(2.6)	(4.2)	(4.2)
Suburban	35.8	0.0	100	0.0	36.7	33.4	33.9	36.2	37.8	34.8	37.7	37.9
	(2.1)	(0.0)	(0.0)	(0.0)	(2.5)	(4.1)	(3.9)	(3.3)	(3.6)	(2.7)	(4.7)	(4.8)
Rural	36.1	0.0	0.0	100	36.9	33.6	35.4	37.4	34.7	35.7	36.8	37.8
	(2.1)	(0.0)	(0.0)	(0.0)	(2.5)	(4.1)	(4.0)	(3.3)	(3.6)	(2.7)	(4.7)	(4.8)
Number of respondents	1055	283	387	385	788	265	256	389	410	567	220	256
Percentage unemployed in county in which youth attended school	7.7	7.1	6.7	9.2	7.7	7.6	8.1	7.3	7.7	7.7	7.7	7.6
	(0.1)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.3)	(0.3)
Number of respondents	1191	283	387	385	895	294	284	420	487	610	236	323
Average monthly salary for service occupations in county in which youth attended school	1465	1631	1533	1233	1457	1486	1456	1475	1460	1464	1464	1460
	(11.3)	(20.1)	(16.7)	(11.4)	(12.9)	(23.4)	(20.4)	(18.0)	(19.3)	(14.5)	(26.6)	(24.1)
Number of respondents	1191	283	387	385	895	294	284	420	487	610	236	323

Source: Bureau of Labor Statistics.

Table 3B: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH LEARNING DISABILITIES ATTENDED SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Community Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended school in area that was:									
Urban	47.7	31.2	17.4	72.5	13.8	65.1	39.0	29.2	21.1
	(5.4)	(4.1)	(2.8)	(5.0)	(1.9)	(8.7)	(4.1)	(3.6)	(4.0)
Suburban	18.2	33.8	48.4	13.7	45.2	14.4	27.4	36.5	47.8
	(4.2)	(4.2)	(3.7)	(3.8)	(2.8)	(6.4)	(3.7)	(3.8)	(4.9)
Rural	34.2	35.0	34.2	13.8	41.1	20.5	33.6	34.3	31.1
	(5.2)	(4.2)	(3.5)	(3.8)	(2.8)	(7.3)	(4.0)	(3.7)	(4.6)
Number of respondents	166	250	362	170	645	58	293	331	215
Percentage unemployed in county in which youth attended school	8.0	7.5	7.2	7.4	7.4	8.9	7.7	7.5	7.4
	(0.3)	(0.3)	(0.2)	(0.2)	(0.2)	(0.8)	(0.3)	(0.2)	(0.3)
Number of respondents	192	271	391	194	706	66	324	366	237
Average monthly salary for service occupations in county in which youth attended school	1475	1461	1477	1594	1413	1656	1467	1456	1517
	(28.0)	(22.9)	(19.6)	(26.8)	(13.6)	(49.9)	(21.6)	(20.3)	(26.9)
Number of respondents	192	271	391	194	706	66	324	366	237

Source: Bureau of Labor Statistics

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with an additional disability that was:												
Learning disability	---	---	---	---	---	---	---	---	---	---	---	---
Emotional disturbance	2.0	2.4	2.7	1.2	2.1	1.7	2.6	1.6	1.8	2.6	0.5	1.2
	(0.6)	(1.3)	(1.2)	(0.8)	(0.7)	(1.1)	(1.3)	(0.8)	(0.9)	(0.9)	(0.7)	(1.0)
Speech impairment	5.7	6.4	8.3	3.9	4.7	8.7	6.4	5.8	4.7	6.3	4.6	4.9
	(1.0)	(2.2)	(2.0)	(1.4)	(1.0)	(2.4)	(1.9)	(1.5)	(1.5)	(1.3)	(2.0)	(1.9)
Mental retardation	1.0	0.0	2.3	0.5	1.2	0.3	0.7	1.3	0.7	1.2	1.1	0.0
	(0.4)	(0.0)	(1.1)	(0.5)	(0.5)	(0.5)	(0.7)	(0.8)	(0.6)	(0.6)	(1.0)	(0.0)
Visual impairment	0.4	0.2	0.6	0.4	0.4	0.4	0.1	0.8	0.1	0.4	0.0	0.8
	(0.3)	(0.4)	(0.6)	(0.4)	(0.3)	(0.5)	(0.3)	(0.6)	(0.2)	(0.3)	(0.0)	(0.8)
Hard of hearing	0.4	0.2	1.1	0.0	0.5	0.0	0.0	0.6	0.6	0.4	0.9	0.0
	(0.3)	(0.3)	(0.7)	(0.0)	(0.4)	(0.0)	(0.0)	(0.5)	(0.5)	(0.3)	(0.9)	(0.0)
Deafness	0.1	0.0	0.0	0.3	0.0	0.3	0.3	0.0	0.0	0.1	0.0	0.0
	(0.1)	(0.0)	(0.0)	(0.4)	(0.0)	(0.5)	(0.4)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)
Orthopedic impairment	1.1	3.2	0.3	0.3	1.0	1.2	1.5	0.6	1.2	1.2	1.2	0.6
	(0.4)	(1.5)	(0.4)	(0.4)	(0.5)	(0.9)	(1.0)	(0.5)	(0.8)	(0.6)	(1.0)	(0.7)
Other health impairment	1.8	2.6	0.8	2.8	1.9	1.8	1.0	2.7	1.6	2.2	1.2	1.1
	(0.6)	(1.4)	(0.6)	(1.2)	(0.7)	(1.1)	(0.8)	(1.1)	(0.9)	(0.8)	(1.0)	(0.9)
Number of respondents	1191	283	387	385	895	294	284	420	487	610	236	323
Percentage with parents who said youth began having trouble with disability at:												
Birth	6.6	6.0	7.1	6.0	6.2	7.7	6.5	6.6	6.6	7.2	4.4	6.0
	(1.2)	(2.3)	(2.1)	(2.1)	(1.4)	(2.7)	(2.3)	(1.9)	(2.1)	(1.6)	(2.3)	(2.6)
Under 3 years of age	3.0	2.4	4.5	1.9	2.2	5.1	1.4	2.0	6.8	1.9	8.2	2.5
	(0.8)	(1.5)	(1.7)	(1.2)	(0.8)	(2.2)	(1.1)	(1.1)	(2.1)	(0.9)	(3.1)	(1.7)
3 to 5 years of age	16.0	13.4	19.9	15.9	15.3	18.0	13.9	17.1	16.8	16.7	12.9	15.8
	(1.8)	(3.4)	(3.3)	(3.3)	(2.0)	(3.9)	(3.2)	(2.9)	(3.1)	(2.3)	(3.8)	(4.0)
6 to 12 years of age	66.7	71.5	61.2	67.4	68.2	62.4	76.2	65.5	54.9	68.7	64.4	59.3
	(2.3)	(4.5)	(4.1)	(4.2)	(2.7)	(4.9)	(4.0)	(3.6)	(4.2)	(2.9)	(5.4)	(5.4)
More than 12 years of age	7.8	6.8	7.4	8.8	8.1	6.8	1.9	8.7	14.8	5.5	10.1	16.4
	(1.3)	(2.5)	(2.2)	(2.5)	(1.6)	(2.6)	(1.3)	(2.2)	(3.0)	(1.4)	(3.4)	(4.1)
Number of respondents	852	217	294	256	646	206	203	311	338	470	166	215

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with an additional disability that was:									
Learning disability	---	---	---	---	---	---	---	---	---
Emotional disturbance	3.4	1.4	1.6	2.0	2.1	1.9	1.1	2.0	3.2
	(1.8)	(1.0)	(0.9)	(1.5)	(0.8)	(2.3)	(0.8)	(1.1)	(1.7)
Speech impairment	5.3	7.6	5.8	6.8	5.4	8.4	8.0	5.3	4.0
	(2.3)	(2.3)	(1.7)	(2.6)	(1.2)	(4.8)	(2.2)	(1.7)	(1.9)
Mental retardation	0.8	1.1	1.4	0.1	1.1	2.1	1.4	0.1	2.0
	(0.9)	(0.9)	(0.8)	(0.4)	(0.6)	(2.5)	(1.0)	(0.2)	(1.3)
Visual impairment	0.1	0.0	0.8	0.1	0.6	0.0	0.6	0.0	0.4
	(0.3)	(0.0)	(0.6)	(0.4)	(0.4)	(0.0)	(0.6)	(0.0)	(0.6)
Hard of hearing	0.7	0.8	0.0	0.0	0.4	2.1	0.5	0.0	1.1
	(0.8)	(0.8)	(0.0)	(0.0)	(0.4)	(2.5)	(0.6)	(0.0)	(1.0)
Deafness	0.0	0.0	0.4	0.0	0.2	0.0	0.0	0.0	0.5
	(0.0)	(0.0)	(0.4)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.7)
Orthopedic impairment	2.7	0.7	0.5	1.1	1.1	0.0	0.3	1.5	2.4
	(1.7)	(0.7)	(0.5)	(1.1)	(0.6)	(0.0)	(0.5)	(0.9)	(1.4)
Other health impairment	2.6	2.8	2.2	1.0	2.3	4.1	1.1	2.1	4.7
	(1.6)	(1.4)	(1.0)	(1.0)	(0.8)	(3.4)	(0.8)	(1.1)	(2.0)
Number of respondents	192	271	391	194	706	66	324	366	237
Percentage with parents who said youth began having trouble with disability at:									
Birth	8.3	4.5	7.3	4.3	6.9	9.0	6.1	5.6	9.3
	(3.0)	(1.9)	(2.0)	(2.4)	(1.5)	(5.3)	(2.1)	(1.8)	(2.9)
Under 3 years of age	2.4	2.9	3.1	1.8	3.3	2.6	2.6	3.7	2.8
	(1.7)	(1.5)	(1.3)	(1.5)	(1.0)	(3.0)	(1.4)	(1.5)	(1.6)
3 to 5 years of age	14.1	16.1	17.9	9.3	18.6	14.2	11.6	16.6	23.2
	(3.8)	(3.3)	(2.9)	(3.4)	(2.3)	(6.5)	(2.8)	(3.0)	(4.2)
6 to 12 years of age	66.2	68.6	66.7	72.3	64.1	71.5	70.6	65.1	64.2
	(5.1)	(4.2)	(3.6)	(5.2)	(2.8)	(8.4)	(3.9)	(3.8)	(4.8)
More than 12 years of age	9.0	7.9	5.0	12.2	7.1	2.7	9.2	9.0	0.5
	(3.1)	(2.4)	(1.6)	(3.8)	(1.5)	(3.0)	(2.5)	(2.3)	(0.7)
Number of respondents	167	244	356	154	616	57	284	326	214

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES (Concluded)

Characteristics of Youth	Total	Community: Urban	Community: Suburban	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or older	School Status: In-School	School Status: Out 1 year or less	School Status: Out 1 - 2 Years
Percentage with parents who said youth began receiving special services for disability at:												
Birth	0.4	0.3	0.5	0.3	0.1	1.1	0.5	0.2	0.4	0.4	0.7	0.0
	(0.3)	(0.6)	(0.6)	(0.5)	(0.2)	(1.0)	(0.6)	(0.4)	(0.5)	(0.4)	(0.9)	(0.0)
Under 3 years of age	0.8	1.8	0.0	0.3	0.4	1.9	0.8	0.5	1.3	0.7	1.8	0.2
	(0.4)	(1.3)	(0.0)	(0.5)	(0.4)	(1.4)	(0.8)	(0.6)	(0.9)	(0.5)	(1.5)	(0.5)
3 to 5 years of age	8.9	7.4	11.0	9.6	8.3	10.8	7.5	8.8	11.3	8.8	9.4	9.3
	(1.4)	(2.5)	(2.6)	(2.6)	(1.6)	(3.1)	(2.4)	(2.2)	(2.6)	(1.8)	(3.3)	(3.2)
6 to 12 years of age	73.3	77.2	70.8	72.3	74.0	71.5	82.7	71.7	62.3	78.4	64.2	58.5
	(2.2)	(4.1)	(3.8)	(4.0)	(2.5)	(4.5)	(3.5)	(3.4)	(4.1)	(2.5)	(5.4)	(5.4)
More than 12 years of age	16.6	13.3	17.7	17.4	17.2	14.8	8.5	18.7	24.8	11.8	24.0	32.1
	(1.8)	(3.3)	(3.2)	(3.4)	(2.1)	(3.6)	(2.6)	(3.0)	(3.6)	(2.0)	(4.8)	(5.1)
Number of respondents	862	222	294	257	652	210	208	314	340	476	166	219
Percentage with IQ of:												
33 or lower	0.2	0.0	0.6	0.0	0.3	0.0	0.6	0.0	0.0	0.3	0.0	0.0
	(0.3)	(0.0)	(0.7)	(0.0)	(0.3)	(0.0)	(0.8)	(0.0)	(0.0)	(0.4)	(0.0)	(0.0)
34 to 50	0.7	1.6	0.7	0.5	0.6	1.2	1.3	0.6	0.1	0.7	1.7	0.0
	(0.5)	(1.6)	(0.7)	(0.6)	(0.5)	(1.1)	(1.1)	(0.6)	(0.3)	(0.5)	(1.5)	(0.0)
51 to 70	5.6	8.9	6.1	3.8	4.0	9.8	5.5	4.8	7.3	6.0	5.0	3.0
	(1.2)	(3.5)	(2.0)	(1.7)	(1.2)	(3.2)	(2.2)	(1.7)	(2.4)	(1.6)	(2.6)	(2.0)
71 to 90	59.7	61.9	51.3	65.1	58.2	63.9	56.9	58.2	67.2	58.5	62.2	60.9
	(2.6)	(6.0)	(4.2)	(4.2)	(3.0)	(5.1)	(4.8)	(4.0)	(4.3)	(3.3)	(5.7)	(5.8)
91 to 110	28.8	23.6	33.8	27.6	31.6	21.1	28.9	31.4	23.9	28.7	28.5	32.5
	(2.4)	(5.2)	(4.0)	(3.9)	(2.8)	(4.3)	(4.4)	(3.8)	(3.9)	(3.0)	(5.3)	(5.6)
Higher than 110	4.9	4.0	7.6	3.0	5.3	3.9	6.8	5.1	1.5	5.9	2.6	3.5
	(1.1)	(2.4)	(2.2)	(1.5)	(1.4)	(2.1)	(2.4)	(1.8)	(1.1)	(1.6)	(1.9)	(2.2)
Number of respondents	748	144	282	272	566	180	193	277	278	410	153	174
Average IQ	87.1	84.5	88.9	86.8	88.2	84.1	87.2	87.9	85.4	87.5	86.5	86.9
	(0.7)	(1.7)	(1.2)	(1.0)	(0.8)	(1.4)	(1.4)	(1.0)	(1.1)	(0.9)	(1.5)	(1.4)
Number of respondents	748	144	282	272	566	180	193	277	278	410	153	174

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Characteristics of Youth	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with parents who said youth began receiving special services for disability at:									
Birth	0.4	0.0	0.9	0.0	0.4	0.0	0.3	0.0	1.2
	(0.6)	(0.0)	(0.7)	(0.0)	(0.4)	(0.0)	(0.5)	(0.0)	(1.1)
Under 3 years of age	2.4	0.3	0.1	1.4	0.5	2.2	0.8	1.2	0.2
	(1.6)	(0.5)	(0.3)	(1.3)	(0.4)	(2.8)	(0.8)	(0.8)	(0.4)
3 to 5 years of age	7.5	9.2	9.4	6.4	10.0	9.1	7.1	7.3	14.2
	(2.8)	(2.6)	(2.2)	(2.8)	(1.7)	(5.4)	(2.2)	(2.0)	(3.5)
6 to 12 years of age	73.2	72.4	76.3	71.2	73.2	75.7	74.2	72.7	76.0
	(4.8)	(4.0)	(3.2)	(5.1)	(2.6)	(8.1)	(3.8)	(3.5)	(4.3)
More than 12 years of age	16.5	18.1	13.3	21.0	16.0	12.9	17.6	18.9	8.4
	(4.0)	(3.4)	(2.6)	(4.6)	(2.1)	(6.3)	(3.3)	(3.1)	(2.8)
Number of respondents	172	243	360	161	619	56	281	335	216
Percentage with IQ of:									
33 or lower	0.0	0.0	0.9	0.0	0.4	0.0	0.0	0.0	1.4
	(0.0)	(0.0)	(0.9)	(0.0)	(0.4)	(0.0)	(0.0)	(0.0)	(1.5)
34 to 50	1.7	1.0	0.6	2.2	0.7	0.0	2.1	0.0	0.9
	(1.9)	(1.1)	(0.7)	(2.2)	(0.6)	(0.0)	(1.5)	(0.0)	(1.2)
51 to 70	12.0	6.0	2.2	8.2	4.8	11.8	8.4	2.3	7.6
	(4.6)	(2.6)	(1.3)	(4.0)	(1.5)	(8.0)	(2.9)	(1.4)	(3.4)
71 to 90	62.2	61.1	50.9	69.6	53.0	76.8	64.1	58.6	50.2
	(6.9)	(5.3)	(4.5)	(6.8)	(3.4)	(10.5)	(5.0)	(4.7)	(6.4)
91 to 110	20.6	27.6	38.5	17.3	35.4	6.6	23.5	32.3	32.8
	(5.8)	(4.9)	(4.4)	(5.6)	(3.3)	(6.2)	(4.4)	(4.5)	(6.0)
Higher than 110	3.4	4.3	7.0	2.7	5.6	4.8	2.0	6.8	7.1
	(2.6)	(2.2)	(2.3)	(2.4)	(1.6)	(5.3)	(1.5)	(2.4)	(3.3)
Number of respondents	96	164	250	96	452	29	187	226	133
Average IQ	83.7	86.9	90.5	83.3	89.1	80.6	84.6	89.9	87.2
	(2.0)	(1.4)	(1.2)	(1.7)	(0.9)	(3.2)	(1.4)	(1.2)	(2.0)
Number of respondents	96	164	250	96	452	29	187	226	133

Source: Parent interviews and students' school records.

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Reported Self-Care Skills of Youth	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to dress themselves completely:												
Very well	96.6	93.1	98.2	97.3	96.9	95.5	96.3	98.1	94.5	96.9	95.5	96.0
	(0.9)	(2.4)	(1.1)	(1.4)	(0.9)	(2.0)	(1.7)	(1.0)	(1.8)	(1.0)	(2.3)	(2.0)
Pretty well	3.3	6.4	1.8	2.7	2.8	4.4	3.7	1.6	5.4	2.9	4.4	3.8
	(0.8)	(2.3)	(1.1)	(1.4)	(0.9)	(2.0)	(1.7)	(0.9)	(1.8)	(1.0)	(2.2)	(2.0)
Not very well	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1
	(0.1)	(0.0)	(0.0)	(0.2)	(0.1)	(0.0)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.3)
Not at all well	0.2	0.5	0.0	0.0	0.2	0.1	0.0	0.3	0.1	0.2	0.2	0.0
	(0.2)	(0.7)	(0.0)	(0.0)	(0.2)	(0.3)	(0.0)	(0.4)	(0.2)	(0.3)	(0.4)	(0.0)
Number of respondents	933	240	314	288	704	229	225	324	384	514	176	243
Percentage able to feed themselves:												
Very well	98.6	97.4	98.1	100	99.1	97.4	99.6	98.3	97.8	98.7	98.3	98.8
	(0.6)	(1.5)	(1.1)	(0.0)	(0.5)	(1.5)	(0.5)	(1.0)	(1.1)	(0.7)	(1.4)	(1.1)
Pretty well	0.9	1.2	1.7	0.0	0.7	1.6	0.4	0.8	1.8	0.8	1.1	1.2
	(0.4)	(1.0)	(1.0)	(0.0)	(0.4)	(1.2)	(0.5)	(0.7)	(1.0)	(0.5)	(1.1)	(1.1)
Not very well	0.3	0.9	0.0	0.0	0.0	1.1	0.0	0.6	0.1	0.4	0.2	0.0
	(0.2)	(0.9)	(0.0)	(0.0)	(0.0)	(1.0)	(0.0)	(0.6)	(0.2)	(0.4)	(0.4)	(0.0)
Not at all well	0.2	0.5	0.2	0.0	0.3	0.0	0.0	0.3	0.3	0.2	0.5	0.0
	(0.2)	(0.7)	(0.4)	(0.0)	(0.3)	(0.0)	(0.0)	(0.4)	(0.4)	(0.3)	(0.7)	(0.0)
Number of respondents	933	240	314	288	704	229	225	324	384	514	176	243
Percentage able to get places outside the home:												
Very well	98.3	96.6	99.0	98.8	99.1	96.1	98.7	98.8	96.9	98.5	95.8	99.8
	(0.6)	(1.7)	(0.8)	(0.9)	(0.5)	(1.8)	(1.0)	(0.8)	(1.4)	(0.7)	(2.2)	(0.4)
Pretty well	1.0	1.6	1.0	0.6	0.8	1.5	0.0	0.9	2.3	0.7	3.0	0.2
	(0.5)	(1.2)	(0.8)	(0.7)	(0.5)	(1.1)	(0.0)	(0.7)	(1.2)	(0.5)	(1.9)	(0.4)
Not very well	0.6	1.5	0.0	0.6	0.0	2.3	1.3	0.0	0.7	0.6	1.1	0.0
	(0.4)	(1.1)	(0.0)	(0.7)	(0.0)	(1.4)	(1.0)	(0.0)	(0.6)	(0.5)	(1.2)	(0.0)
Not at all well	0.1	0.3	0.0	0.0	0.1	0.1	0.0	0.2	0.1	0.1	0.2	0.0
	(0.2)	(0.5)	(0.0)	(0.0)	(0.2)	(0.3)	(0.0)	(0.4)	(0.2)	(0.2)	(0.4)	(0.0)
Number of respondents	933	240	314	288	704	229	225	324	384	514	176	243
Average self-care skills scale score:*												
Low (3-8)	0.2	0.5	0.2	0.0	0.3	0.1	0.0	0.3	0.4	0.2	0.6	0.0
	(0.2)	(0.7)	(0.4)	(0.0)	(0.3)	(0.3)	(0.0)	(0.4)	(0.5)	(0.3)	(0.9)	(0.0)
Medium (9-11)	4.3	7.9	2.9	3.6	3.4	6.8	4.2	3.0	6.5	4.0	5.8	4.4
	(1.0)	(2.5)	(1.4)	(1.6)	(1.0)	(2.4)	(1.8)	(1.3)	(1.9)	(1.2)	(2.6)	(2.1)
High (12)	95.5	91.6	96.9	96.4	96.3	93.1	95.8	96.6	93.1	95.8	93.6	95.6
	(1.0)	(2.6)	(1.4)	(1.6)	(1.0)	(2.4)	(1.8)	(1.4)	(2.0)	(1.2)	(2.7)	(2.1)
Number of respondents	933	240	314	288	704	229	225	324	384	514	176	243

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5B: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH LEARNING DISABILITIES

Reported Self-Care Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to dress themselves completely:									
Very well	94.6	96.9	97.1	97.2	97.2	93.6	95.9	97.2	96.1
	(2.3)	(1.5)	(1.2)	(1.8)	(0.9)	(4.4)	(1.6)	(1.3)	(1.9)
Pretty well	5.4	2.5	2.8	2.8	2.7	4.7	3.7	2.7	3.9
	(2.3)	(1.4)	(1.2)	(1.8)	(0.9)	(3.8)	(1.5)	(1.2)	(1.9)
Not very well	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.2)	(0.0)	(0.1)	(0.0)	(0.2)	(0.0)	(0.0)
Not at all well	0.0	0.5	0.0	0.0	0.0	1.7	0.4	0.1	0.0
	(0.0)	(0.6)	(0.0)	(0.0)	(0.1)	(2.3)	(0.5)	(0.2)	(0.0)
Number of respondents	190	265	379	182	663	62	318	357	231
Percentage able to feed themselves:									
Very well	98.8	98.4	98.5	98.9	99.1	95.3	98.1	99.0	98.7
	(1.1)	(1.1)	(0.9)	(1.1)	(0.5)	(3.8)	(1.1)	(0.8)	(1.1)
Pretty well	0.3	1.1	1.3	1.1	0.8	0.0	1.4	0.3	1.3
	(0.6)	(0.9)	(0.8)	(1.1)	(0.5)	(0.0)	(0.9)	(0.4)	(1.1)
Not very well	0.9	0.1	0.0	0.0	0.0	3.0	0.0	0.7	0.0
	(1.0)	(0.2)	(0.0)	(0.0)	(0.1)	(3.1)	(0.0)	(0.6)	(0.0)
Not at all well	0.0	0.5	0.2	0.0	0.1	1.7	0.6	0.0	0.0
	(0.0)	(0.6)	(0.3)	(0.0)	(0.2)	(2.3)	(0.6)	(0.0)	(0.0)
Number of respondents	190	265	379	182	663	62	318	357	231
Percentage able to get places outside the home:									
Very well	98.0	98.1	99.4	96.2	98.9	100	97.9	98.8	97.8
	(1.4)	(1.2)	(0.6)	(2.0)	(0.6)	(0.0)	(1.2)	(0.8)	(1.4)
Pretty well	0.5	1.6	0.6	1.7	0.7	0.0	1.5	0.0	1.8
	(0.7)	(1.1)	(0.6)	(1.4)	(0.5)	(0.0)	(1.0)	(0.0)	(1.3)
Not very well	1.5	0.0	0.0	2.0	0.2	0.0	0.5	1.1	0.0
	(1.2)	(0.0)	(0.0)	(1.5)	(0.3)	(0.0)	(0.6)	(0.8)	(0.0)
Not at all well	0.0	0.4	0.0	0.0	0.2	0.0	0.0	0.1	0.4
	(0.0)	(0.5)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.2)	(0.6)
Number of respondents	190	265	379	182	663	62	318	357	231
Average self-care skills scale score:*									
Low (3-8)	0.0	0.5	0.2	0.0	0.1	1.7	0.6	0.1	0.0
	(0.0)	(0.6)	(0.3)	(0.0)	(0.2)	(2.3)	(0.6)	(0.2)	(0.0)
Medium (9-11)	6.6	3.6	3.2	4.2	3.5	7.7	4.9	3.4	5.5
	(2.6)	(1.6)	(1.3)	(2.1)	(1.0)	(4.8)	(1.8)	(1.4)	(2.2)
High (12)	93.4	95.9	96.6	95.8	96.4	90.6	94.5	96.6	94.5
	(2.6)	(1.7)	(1.3)	(2.1)	(1.1)	(5.2)	(1.9)	(1.4)	(2.2)
Number of respondents	190	265	379	182	663	62	318	357	231

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* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Reported Functional Skills of Youth	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to look up phone numbers and use the phone:												
Very well	62.3	56.6	59.2	67.8	59.9	69.0	60.0	67.0	58.4	61.9	61.3	65.3
	(2.3)	(4.7)	(3.9)	(3.9)	(2.7)	(4.4)	(4.4)	(3.6)	(3.8)	(2.9)	(5.3)	(4.9)
Pretty well	27.2	30.6	29.8	23.9	29.9	19.5	27.5	24.8	30.3	27.3	26.5	27.1
	(2.1)	(4.4)	(3.7)	(3.6)	(2.5)	(3.8)	(4.0)	(3.3)	(3.6)	(2.7)	(4.8)	(4.6)
Not very well	6.3	8.7	7.0	4.2	5.9	7.5	6.2	6.2	6.8	6.2	8.8	4.6
	(1.2)	(2.7)	(2.0)	(1.7)	(1.3)	(2.5)	(2.1)	(1.8)	(2.0)	(1.4)	(3.1)	(2.2)
Not at all well	4.2	4.1	4.1	4.1	4.2	4.0	6.4	2.0	4.5	4.6	3.4	3.0
	(1.0)	(1.9)	(1.6)	(1.7)	(1.1)	(1.9)	(2.2)	(1.1)	(1.6)	(1.3)	(2.0)	(1.8)
Number of respondents	929	238	317	286	697	232	225	317	387	508	178	243
Percentage able to tell time on a clock with hands:												
Very well	76.8	71.3	76.6	80.7	79.1	70.2	70.9	81.8	77.2	75.4	78.6	81.4
	(2.0)	(4.3)	(3.4)	(3.3)	(2.2)	(4.4)	(4.0)	(2.9)	(3.3)	(2.6)	(4.5)	(4.0)
Pretty well	16.9	18.4	19.0	14.6	16.5	18.0	21.9	13.6	15.2	18.6	13.3	12.5
	(1.8)	(3.6)	(3.1)	(3.0)	(2.0)	(3.7)	(3.7)	(2.6)	(2.8)	(2.3)	(3.7)	(3.4)
Not very well	5.3	8.1	3.9	4.7	4.2	8.6	6.6	3.4	6.4	5.2	5.0	6.0
	(1.1)	(2.6)	(1.6)	(1.8)	(1.1)	(2.7)	(2.2)	(1.4)	(1.9)	(1.3)	(2.4)	(2.4)
Not at all well	1.0	2.2	0.5	0.0	0.2	3.1	0.6	1.2	1.2	0.8	3.0	0.1
	(0.5)	(1.4)	(0.6)	(0.0)	(0.3)	(1.7)	(0.7)	(0.8)	(0.9)	(0.5)	(1.9)	(0.3)
Number of respondents	932	241	317	285	702	230	225	320	387	511	179	242
Percentage able to read/understand common signs:												
Very well	83.8	78.4	86.3	86.1	82.6	87.1	83.6	83.6	84.4	83.1	87.4	83.5
	(1.8)	(3.9)	(2.8)	(2.9)	(2.1)	(3.2)	(3.3)	(2.8)	(2.8)	(2.2)	(3.6)	(3.8)
Pretty well	13.0	15.5	11.0	12.8	15.1	7.2	14.2	12.9	11.5	13.5	10.8	12.8
	(1.6)	(3.4)	(2.5)	(2.8)	(2.0)	(2.5)	(3.1)	(2.5)	(2.5)	(2.1)	(3.4)	(3.4)
Not very well	2.7	4.9	2.7	0.7	1.9	5.1	1.8	3.2	3.4	2.8	1.5	3.5
	(0.8)	(2.0)	(1.3)	(0.7)	(0.7)	(2.1)	(1.2)	(1.3)	(1.4)	(1.0)	(1.3)	(1.9)
Not at all well	0.4	1.2	0.0	0.4	0.4	0.6	0.4	0.3	0.7	0.5	0.2	0.2
	(0.3)	(1.0)	(0.0)	(0.5)	(0.3)	(0.7)	(0.6)	(0.4)	(0.7)	(0.4)	(0.5)	(0.4)
Number of respondents	928	237	318	284	696	232	224	319	385	509	178	241

Source: Parent interviews

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH LEARNING DISABILITIES

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to look up phone numbers and use the phone:									
Very well	61.6	59.5	63.9	68.3	61.3	58.7	63.5	63.2	58.4
	(5.0)	(4.2)	(3.5)	(5.0)	(2.7)	(9.0)	(3.9)	(3.6)	(4.7)
Pretty well	26.0	30.4	26.2	22.9	28.2	25.8	27.4	29.1	23.9
	(4.5)	(4.0)	(3.2)	(4.5)	(2.5)	(8.0)	(3.6)	(3.4)	(4.0)
Not very well	6.6	6.5	5.9	5.3	5.9	12.1	5.5	4.7	10.5
	(2.5)	(2.1)	(1.7)	(2.4)	(1.3)	(5.9)	(1.9)	(1.6)	(2.9)
Not at all well	5.8	3.6	4.0	3.5	4.6	3.4	3.6	3.0	7.1
	(2.4)	(1.6)	(1.4)	(2.0)	(1.2)	(3.3)	(1.5)	(1.3)	(2.4)
Number of respondents	190	265	391	180	664	60	318	363	237
Percentage able to tell time on a clock with hands:									
Very well	74.4	76.0	79.4	84.6	75.8	65.9	75.8	81.3	70.4
	(4.5)	(3.6)	(2.9)	(3.9)	(2.4)	(8.5)	(3.5)	(2.9)	(4.3)
Pretty well	14.7	20.5	14.9	10.8	18.3	21.4	17.8	13.0	22.3
	(3.6)	(3.4)	(2.6)	(3.3)	(2.2)	(7.4)	(3.1)	(2.5)	(3.9)
Not very well	9.4	2.9	4.5	2.8	5.0	12.3	5.3	5.2	5.8
	(3.0)	(1.4)	(1.5)	(1.8)	(1.2)	(5.9)	(1.8)	(1.7)	(2.2)
Not at all well	1.5	0.7	1.2	1.8	0.9	0.3	1.2	0.5	1.6
	(1.2)	(0.7)	(0.8)	(1.4)	(0.5)	(1.1)	(0.9)	(0.5)	(1.2)
Number of respondents	192	270	387	183	662	61	322	363	236
Percentage able to read/understand common signs:									
Very well	80.6	82.5	88.9	82.7	85.9	67.6	77.6	86.4	88.9
	(4.1)	(3.3)	(2.3)	(4.1)	(2.0)	(8.6)	(3.4)	(2.6)	(3.0)
Pretty well	13.8	13.4	11.1	12.1	11.8	26.8	16.7	11.2	10.6
	(3.6)	(2.9)	(2.3)	(3.5)	(1.8)	(8.2)	(3.0)	(2.4)	(2.9)
Not very well	5.0	3.2	0.0	3.8	2.2	5.3	5.3	1.7	0.5
	(2.3)	(1.5)	(0.0)	(2.1)	(0.8)	(4.1)	(1.8)	(1.0)	(0.7)
Not at all well	0.5	0.9	0.0	1.3	0.2	0.3	0.5	0.7	0.0
	(0.7)	(0.8)	(0.0)	(1.2)	(0.2)	(0.9)	(0.6)	(0.6)	(0.0)
Number of respondents	189	266	390	181	662	59	320	362	236

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH LEARNING DISABILITIES (Concluded)

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to count change:												
Very well	70.9	70.5	69.4	70.9	74.4	60.9	70.8	71.6	70.0	70.9	69.6	72.3
	(2.2)	(4.3)	(3.7)	(3.8)	(2.4)	(4.6)	(4.0)	(3.4)	(3.6)	(2.7)	(5.1)	(4.6)
Pretty well	21.8	22.8	22.5	21.8	20.2	26.3	23.1	21.4	20.7	21.6	24.4	20.2
	(2.0)	(3.9)	(3.4)	(3.5)	(2.2)	(4.2)	(3.7)	(3.1)	(3.2)	(2.5)	(4.7)	(4.1)
Not very well	5.7	5.7	6.6	5.3	4.0	10.4	4.3	6.6	6.1	6.0	5.0	5.0
	(1.1)	(2.2)	(2.0)	(1.9)	(1.1)	(2.9)	(1.8)	(1.9)	(1.9)	(1.4)	(2.4)	(2.2)
Not at all well	1.6	0.9	1.4	2.0	1.3	2.4	1.9	0.4	3.2	1.5	1.1	2.5
	(0.6)	(0.9)	(1.0)	(1.2)	(0.6)	(1.5)	(1.2)	(0.5)	(1.4)	(0.7)	(1.1)	(1.6)
Number of respondents	930	241	315	287	699	231	226	321	383	514	176	240
Average functional skills scale score:*												
4 to 8	1.4	1.7	1.1	0.9	0.9	2.9	1.9	0.7	1.9	1.7	0.2	1.3
	(0.6)	(1.2)	(0.8)	(0.8)	(0.5)	(1.6)	(1.2)	(0.6)	(1.1)	(0.8)	(0.5)	(1.2)
9 to 12	12.4	16.6	11.4	9.9	10.8	17.0	12.0	10.2	16.4	11.6	15.9	12.8
	(1.6)	(3.6)	(2.6)	(2.5)	(1.7)	(3.6)	(2.9)	(2.3)	(2.9)	(1.9)	(4.1)	(3.5)
13 to 15	40.2	40.6	44.8	40.7	41.9	35.4	48.5	37.3	33.1	42.7	37.3	31.3
	(2.4)	(4.7)	(4.0)	(4.2)	(2.7)	(4.6)	(4.5)	(3.7)	(3.7)	(3.0)	(5.4)	(4.8)
16	46.0	41.0	42.7	48.6	46.4	44.7	37.6	51.8	48.5	43.9	46.5	54.6
	(2.4)	(4.7)	(4.0)	(4.2)	(2.8)	(4.7)	(4.3)	(3.8)	(3.9)	(3.0)	(5.5)	(5.2)
Number of respondents	911	231	313	281	681	230	222	312	377	503	171	237

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH LEARNING DISABILITIES (Concluded)

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to count change:									
Very well	72.2	66.5	72.7	82.5	68.6	56.3	73.8	71.5	64.4
	(4.6)	(4.0)	(3.2)	(4.1)	(2.6)	(8.9)	(3.6)	(3.4)	(4.5)
Pretty well	21.8	25.8	19.0	15.6	23.0	31.2	21.9	20.5	24.3
	(4.2)	(3.7)	(2.8)	(3.9)	(2.4)	(8.3)	(3.4)	(3.0)	(4.1)
Not very well	3.8	6.8	6.3	0.6	6.7	10.2	3.7	6.0	8.5
	(2.0)	(2.1)	(1.8)	(0.9)	(1.4)	(5.4)	(1.5)	(1.8)	(2.7)
Not at all well	2.2	0.9	2.0	1.3	1.7	2.2	0.6	1.9	2.7
	(1.5)	(0.8)	(1.0)	(1.2)	(0.7)	(2.6)	(0.6)	(1.0)	(1.6)
Number of respondents	189	271	389	181	662	61	319	366	234
Average functional skills scale score:*									
4 to 8	2.7	0.7	1.1	1.5	1.6	0.4	1.2	0.6	3.2
	(1.7)	(0.7)	(0.8)	(1.3)	(0.7)	(1.2)	(0.9)	(0.6)	(1.7)
9 to 12	13.8	13.6	10.9	9.8	11.8	25.5	13.9	11.5	12.2
	(3.6)	(3.0)	(2.3)	(3.2)	(1.8)	(8.3)	(2.8)	(2.4)	(3.1)
13 to 15	38.0	45.1	39.6	31.9	41.7	44.3	37.2	40.0	45.9
	(5.0)	(4.3)	(3.5)	(5.1)	(2.8)	(9.5)	(4.0)	(3.7)	(4.8)
16	45.5	40.7	48.3	56.8	44.9	29.9	47.7	47.9	38.7
	(5.2)	(4.3)	(3.6)	(5.4)	(2.8)	(8.7)	(4.1)	(3.8)	(4.6)
Number of respondents	186	262	384	176	655	55	311	358	232

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* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Assistive Devices Reported Used	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who used for hearing assistance a:												
Telecommunications device												
Telephone amplifier												
Hearing aid												
Closed captioned TV												
Other hearing assistance												
Number of respondents												
Percentage who used for mobility assistance:												
A wheelchair												
Crutches, a cane, or a walker												
Modifications to a car												
Prosthetics/orthotics												
Computers to aid mobility												
Other mobility assistance												
Number of respondents												
Percentage who used for visual assistance:												
A seeing eye dog												
Braille or large print readers												
An opticon/optical scanner												
Computers to aid vision												
Other vision assistance												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews

Table 7B: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH LEARNING DISABILITIES

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

	Household Income			Ethnicity			Head of Household's Education		
Assistive Devices Reported Used	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who used for hearing assistance a:									
Telecommunications device									
Telephone amplifier									
Hearing aid									
Closed captioned TV									
Other hearing assistance									
Number of respondents									
Percentage who used for mobility assistance:									
A wheelchair									
Crutches, a cane, or a walker									
Modifications to a car									
Prosthetics/orthotics									
Computers to aid mobility									
Other mobility assistance									
Number of respondents									
Percentage who used for visual assistance:									
A seeing eye dog									
Braille or large print readers									
An opticon/optical scanner									
Computers to aid vision									
Other vision assistance									
Number of respondents									

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Parent Expectations	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of graduating from high school:*												
Definitely will	54.6	42.1	61.6	60.6	54.8	53.8	58.8	55.9	31.2	61.2	7.0	5.2
	(2.9)	(5.5)	(4.7)	(4.9)	(3.3)	(5.7)	(4.6)	(4.1)	(6.9)	(3.0)	(5.2)	(4.8)
Probably will	32.4	47.1	26.0	26.2	31.1	36.0	33.0	31.5	34.1	31.3	42.9	36.7
	(2.7)	(5.5)	(4.2)	(4.4)	(3.1)	(5.5)	(4.4)	(3.8)	(7.0)	(2.9)	(10.1)	(10.4)
Probably won't	8.5	8.0	7.8	8.6	9.5	5.7	6.5	8.0	19.4	5.5	27.9	33.6
	(1.6)	(3.0)	(2.6)	(2.8)	(2.0)	(2.6)	(2.3)	(2.2)	(5.8)	(1.4)	(9.2)	(10.2)
Definitely won't	4.5	2.9	4.6	4.6	4.5	4.4	1.7	4.7	15.3	2.0	22.2	24.5
	(1.2)	(1.9)	(2.0)	(2.1)	(1.4)	(2.3)	(1.2)	(1.7)	(5.3)	(0.9)	(8.5)	(9.3)
Number of respondents	573	158	206	185	425	148	206	270	97	474	50	49
Percentage with likelihood of graduating from 4-year college:												
Definitely will	5.3	9.7	3.8	3.4	4.6	7.3	6.1	4.7	5.1	5.5	6.8	2.6
	(1.1)	(3.0)	(1.6)	(1.5)	(1.2)	(2.6)	(2.2)	(1.7)	(1.8)	(1.4)	(2.8)	(1.7)
Probably will	23.5	34.0	21.0	19.7	20.9	31.0	30.2	23.6	14.5	28.4	13.1	10.7
	(2.1)	(4.8)	(3.3)	(3.4)	(2.3)	(4.6)	(4.3)	(3.4)	(2.9)	(2.8)	(3.8)	(3.3)
Probably won't	34.5	26.5	36.3	39.4	36.2	29.4	37.1	31.9	34.7	35.2	32.1	33.4
	(2.4)	(4.4)	(3.9)	(4.2)	(2.7)	(4.6)	(4.5)	(3.7)	(3.9)	(3.0)	(5.2)	(5.1)
Definitely won't	36.8	29.9	38.9	37.5	38.4	32.3	26.5	39.9	45.8	30.9	48.0	53.3
	(2.4)	(4.6)	(4.0)	(4.2)	(2.8)	(4.7)	(4.1)	(3.9)	(4.0)	(2.9)	(5.6)	(5.4)
Number of respondents	849	211	304	272	641	208	205	291	353	468	167	214
Percentage with likelihood of graduating from 2-year college:**												
Definitely will	2.8	2.6	3.8	2.1	2.4	4.0	2.9	2.9	2.5	3.2	2.3	1.7
	(0.9)	(2.0)	(1.8)	(1.4)	(1.0)	(2.4)	(1.9)	(1.5)	(1.4)	(1.3)	(1.9)	(1.5)
Probably will	23.6	30.4	19.1	25.1	22.4	27.6	27.9	23.0	19.6	27.8	16.0	14.8
	(2.4)	(5.7)	(3.7)	(4.3)	(2.7)	(5.5)	(5.2)	(3.9)	(3.6)	(3.4)	(4.6)	(4.2)
Probably won't	33.2	25.5	39.3	33.2	35.3	25.8	37.7	28.9	34.1	33.2	32.3	34.1
	(2.7)	(5.4)	(4.6)	(4.6)	(3.1)	(5.4)	(5.6)	(4.2)	(4.3)	(3.6)	(5.9)	(5.5)
Definitely won't	40.5	41.5	37.8	39.7	39.9	42.6	31.5	45.2	43.7	35.8	49.5	49.4
	(2.8)	(6.1)	(4.5)	(4.8)	(3.2)	(6.1)	(5.4)	(4.6)	(4.5)	(3.6)	(6.3)	(5.8)
Number of respondents	638	141	232	212	500	138	134	217	287	323	132	183

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Parent Expectations	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of graduating from high school:*									
Definitely will	44.5	48.9	69.0	39.7	61.1	36.2	45.1	54.7	68.7
	(6.4)	(5.0)	(4.0)	(6.5)	(3.3)	(10.3)	(4.9)	(4.6)	(5.2)
Probably will	42.5	32.5	24.5	49.8	24.4	51.9	39.7	34.7	18.3
	(6.4)	(4.7)	(3.7)	(6.7)	(2.9)	(10.7)	(4.8)	(4.4)	(4.3)
Probably won't	10.5	12.4	3.2	9.1	8.8	7.2	9.7	7.0	9.0
	(3.9)	(3.3)	(1.5)	(3.8)	(1.9)	(5.5)	(2.9)	(2.3)	(3.2)
Definitely won't	2.5	6.2	3.4	1.3	5.7	4.6	5.5	3.7	4.0
	(2.0)	(2.4)	(1.6)	(1.5)	(1.6)	(4.5)	(2.3)	(1.7)	(2.2)
Number of respondents	113	177	240	106	412	39	193	221	154
Percentage with likelihood of graduating from 4-year college:									
Definitely will	6.4	4.8	4.7	6.0	3.4	19.3	5.2	4.6	6.5
	(2.7)	(1.9)	(1.6)	(2.8)	(1.0)	(7.8)	(1.9)	(1.6)	(2.4)
Probably will	27.8	21.6	21.9	35.9	18.6	38.5	26.9	22.0	20.5
	(5.0)	(3.6)	(3.0)	(5.7)	(2.3)	(9.6)	(3.8)	(3.2)	(3.9)
Probably won't	28.9	32.0	42.2	29.2	37.4	16.6	26.5	39.4	38.3
	(5.1)	(4.1)	(3.6)	(5.4)	(2.8)	(7.4)	(3.8)	(3.8)	(4.7)
Definitely won't	36.8	41.6	31.1	28.9	40.6	25.5	41.4	34.0	34.7
	(5.4)	(4.4)	(3.4)	(5.4)	(2.8)	(8.6)	(4.3)	(3.7)	(4.6)
Number of respondents	156	250	376	148	627	50	278	338	227
Percentage with likelihood of graduating from 2-year college:**									
Definitely will	1.4	2.4	3.9	1.4	3.0	5.3	0.6	3.8	4.1
	(1.6)	(1.5)	(1.6)	(1.7)	(1.1)	(6.1)	(0.8)	(1.7)	(2.3)
Probably will	20.2	23.5	26.9	33.3	21.0	29.4	20.6	23.5	27.7
	(5.4)	(4.3)	(3.8)	(7.0)	(2.7)	(12.4)	(4.1)	(3.8)	(5.1)
Probably won't	28.7	31.4	39.3	27.7	34.6	17.6	28.8	35.3	36.3
	(6.1)	(4.7)	(4.1)	(6.6)	(3.1)	(10.4)	(4.5)	(4.3)	(5.5)
Definitely won't	49.6	42.7	29.8	37.5	41.4	47.7	50.0	37.4	31.9
	(6.7)	(5.0)	(3.9)	(7.2)	(3.2)	(13.6)	(5.0)	(4.4)	(5.3)
Number of respondents	109	192	288	98	496	28	209	259	166

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* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.

** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews.

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Parent Expectations	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of getting a paid job:*												
Definitely will	54.9	58.3	52.2	54.9	60.1	44.7	60.3	54.4	39.3	57.2	55.3	33.4
	(4.7)	(7.6)	(8.7)	(8.7)	(5.7)	(8.2)	(6.8)	(8.3)	(9.4)	(5.3)	(13.1)	(12.6)
Probably will	43.0	39.6	47.0	43.0	39.9	49.1	39.7	45.6	48.2	42.2	42.6	50.3
	(4.7)	(7.5)	(8.7)	(8.7)	(5.7)	(8.2)	(6.8)	(8.3)	(9.6)	(5.3)	(13.0)	(13.3)
Probably won't	1.3	2.1	0.8	1.0	0.0	4.0	0.0	0.0	8.1	0.5	1.2	9.1
	(1.1)	(2.2)	(1.6)	(1.7)	(0.0)	(3.2)	(0.0)	(0.0)	(5.2)	(0.8)	(2.8)	(7.6)
Definitely won't	0.7	0.0	0.0	1.2	0.0	2.2	0.0	0.0	4.4	0.0	0.9	7.3
	(0.8)	(0.0)	(0.0)	(1.9)	(0.0)	(2.4)	(0.0)	(0.0)	(4.0)	(0.0)	(2.5)	(6.9)
Number of respondents	219	85	64	61	145	74	93	65	61	155	31	33
Percentage with likelihood of living on their own:**												
Definitely will	54.4	40.2	61.9	58.7	57.0	46.8	53.5	57.7	50.1	56.0	51.3	47.7
	(2.5)	(4.9)	(4.1)	(4.4)	(2.9)	(5.1)	(4.6)	(4.0)	(4.4)	(3.1)	(5.8)	(6.2)
Probably will	35.6	46.5	31.0	31.9	34.8	37.8	37.6	33.2	36.5	34.8	38.6	36.9
	(2.4)	(5.0)	(3.9)	(4.1)	(2.8)	(5.0)	(4.5)	(3.8)	(4.2)	(3.0)	(5.7)	(6.0)
Probably won't	7.8	10.3	5.2	7.7	6.8	10.5	6.9	7.2	10.0	7.4	6.3	12.0
	(1.4)	(3.1)	(1.9)	(2.4)	(1.5)	(3.2)	(2.3)	(2.1)	(2.6)	(1.6)	(2.8)	(4.0)
Definitely won't	2.2	3.0	2.0	1.7	1.3	4.8	2.0	1.9	3.4	1.8	3.8	3.4
	(0.8)	(1.7)	(1.2)	(1.1)	(0.7)	(2.2)	(1.3)	(1.1)	(1.6)	(0.8)	(2.2)	(2.3)
Number of respondents	797	206	288	251	602	195	210	286	301	476	153	168

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 88: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Parent Expectations	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of getting a paid job:*									
Definitely will	39.7	57.7	71.3	51.9	57.9	48.6	38.6	65.3	61.3
	(8.8)	(8.2)	(7.1)	(8.6)	(6.3)	(14.4)	(7.9)	(7.2)	(9.2)
Probably will	59.1	39.9	26.8	46.8	39.1	50.6	59.1	33.4	35.6
	(8.9)	(8.1)	(6.9)	(8.6)	(6.2)	(14.5)	(8.0)	(7.1)	(9.1)
Probably won't	1.2	1.3	1.9	1.3	1.6	0.8	1.5	1.1	1.7
	(2.0)	(1.8)	(2.1)	(2.0)	(1.6)	(2.6)	(1.9)	(1.6)	(2.4)
Definitely won't	0.0	1.2	0.0	0.0	1.4	0.0	0.9	0.2	1.5
	(0.0)	(1.8)	(0.0)	(0.0)	(1.5)	(0.0)	(1.5)	(0.7)	(2.3)
Number of respondents	59	67	76	65	123	22	75	83	56
Percentage with likelihood of living on their own:**									
Definitely will	42.1	47.6	72.2	40.8	62.1	17.4	44.4	56.8	64.3
	(5.7)	(4.6)	(3.4)	(5.8)	(2.9)	(7.7)	(4.5)	(4.0)	(4.7)
Probably will	46.8	43.5	21.0	49.5	29.9	49.0	42.9	33.3	29.4
	(5.7)	(4.5)	(3.0)	(5.9)	(2.7)	(10.2)	(4.4)	(3.8)	(4.5)
Probably won't	9.4	7.3	4.4	9.1	6.3	20.8	10.1	7.6	4.5
	(3.4)	(2.4)	(1.5)	(3.4)	(1.5)	(8.2)	(2.7)	(2.1)	(2.0)
Definitely won't	1.6	1.6	2.5	0.5	1.7	12.9	2.6	2.3	1.8
	(1.4)	(1.1)	(1.2)	(0.9)	(0.8)	(6.8)	(1.4)	(1.2)	(1.3)
Number of respondents	148	230	357	145	581	47	256	318	217

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* Of those with a child not already employed. See Table 43 for percentage not working for pay.

** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 9A: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
School Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage whose school was a:												
Comprehensive secondary school	95.2	91.0	97.3	98.2	95.0	95.5	95.2	94.6	96.1	93.9	96.8	99.9
	(1.0)	(2.7)	(1.2)	(1.0)	(1.2)	(1.9)	(1.8)	(1.6)	(1.6)	(1.4)	(1.8)	(0.3)
Special school for students with disabilities	1.6	3.4	1.0	0.0	1.9	0.7	1.6	1.6	1.7	2.1	0.7	0.1
	(0.6)	(1.7)	(0.7)	(0.0)	(0.7)	(0.8)	(1.1)	(0.9)	(1.1)	(0.8)	(0.8)	(0.3)
Vocational/technical school	2.0	4.4	0.5	0.5	1.6	3.0	1.4	2.6	1.7	2.5	1.3	0.0
	(0.6)	(1.9)	(0.5)	(0.5)	(0.7)	(1.5)	(1.0)	(1.1)	(1.1)	(0.9)	(1.2)	(0.0)
Other type of school	1.2	1.2	1.2	1.3	1.4	0.8	1.8	1.2	0.4	1.5	1.2	0.0
	(0.5)	(1.0)	(0.8)	(0.9)	(0.6)	(0.8)	(1.1)	(0.8)	(0.5)	(0.7)	(1.1)	(0.0)
Number of respondents	955	240	359	344	710	243	246	368	341	544	207	193
Percentage whose school served grades:												
K through 8 or 12	7.8	1.6	6.6	13.3	8.7	5.4	10.6	7.0	4.9	9.5	3.3	4.1
	(1.2)	(1.2)	(1.9)	(2.6)	(1.5)	(2.0)	(2.6)	(1.8)	(1.8)	(1.7)	(1.8)	(2.2)
6 through 12	13.1	3.2	8.1	25.9	13.3	12.2	10.7	15.3	12.6	12.6	17.5	10.6
	(1.6)	(1.6)	(2.1)	(3.3)	(1.8)	(3.0)	(2.6)	(2.5)	(2.7)	(1.9)	(3.8]	(3.5)
6 or 7 through 8 or 9	7.1	9.0	4.8	8.2	7.1	7.2	16.8	2.0	1.0	8.9	2.9	1.8
	(1.2)	(2.7)	(1.6)	(2.1)	(1.4)	(2.3)	(3.2)	(1.0)	(0.8)	(1.7)	(1.7)	(1.5)
9 or 10 through 12	71.4	84.0	80.4	52.5	70.1	74.9	61.9	74.5	80.7	68.1	76.2	83.5
	(2.1)	(3.4)	(3.0)	(3.8)	(2.5)	(3.9)	(4.1)	(3.1)	(3.2)	(2.7)	(4.3)	(4.2)
Ungraded students only	0.7	2.2	0.0	0.0	0.8	0.4	0.0	1.2	0.8	1.0	0.1	0.0
	(0.4)	(1.4)	(0.0)	(0.0)	(0.5)	(0.5)	(0.0)	(0.8)	(0.7)	(0.6)	(0.3)	(0.0)
Number of respondents	955	240	359	344	710	243	246	368	341	544	207	193

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9B: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

School Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage whose school was a:									
Comprehensive secondary school	91.9	95.6	94.7	91.1	96.4	86.5	93.5	95.1	95.3
	(3.2)	(1.9)	(1.7)	(3.4)	(1.1)	(6.7)	(2.2)	(1.8)	(2.2)
Special school for students with disabilities	3.4	0.0	3.1	1.9	1.6	4.8	1.7	1.6	3.3
	(2.1)	(0.2)	(1.3)	(1.6)	(0.7)	(4.2)	(1.1)	(1.0)	(1.8)
Vocational/technical school	2.7	2.9	1.4	6.0	1.0	4.8	3.0	1.5	1.4
	(1.9)	(1.5)	(0.9)	(2.8)	(0.6)	(4.2)	(1.5)	(1.0)	(1.2)
Other type of school	2.0	1.5	0.8	0.9	1.0	3.9	1.9	1.8	0.0
	(1.6)	(1.1)	(0.7)	(1.1)	(0.6)	(3.8)	(1.2)	(1.1)	(0.0)
Number of respondents	141	225	336	145	589	49	257	301	193
Percentage whose school served grades:									
K through 8 or 12	7.6	6.6	9.6	1.8	9.6	2.7	4.5	10.9	7.7
	(3.1)	(2.3)	(2.2)	(1.6)	(1.7)	(3.2)	(1.8)	(2.6)	(2.8)
6 through 12	9.9	13.6	12.3	5.5	14.7	1.7	15.3	11.8	5.9
	(3.5)	(3.2)	(2.5)	(2.7)	(2.1)	(2.5)	(3.2)	(2.7)	(2.4)
6 or 7 through 8 or 9	12.0	5.5	5.3	10.6	5.4	12.6	10.9	4.4	6.2
	(3.8)	(2.1)	(1.7)	(3.7)	(1.3)	(6.5)	(2.8)	(1.7)	(2.5)
9 or 10 through 12	68.2	74.2	72.1	82.1	69.7	78.2	68.4	71.9	79.5
	(5.5)	(4.0)	(3.4)	(4.6)	(2.7)	(8.1)	(4.1)	(3.7)	(4.2)
Ungraded students only	2.3	0.0	0.7	0.0	0.6	4.8	0.8	1.1	0.5
	(1.8)	(0.2)	(0.6)	(0.0)	(0.4)	(4.2)	(0.8)	(0.8)	(0.7)
Number of respondents	141	225	336	145	589	49	257	301	193

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Student Enrollment	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average enrollment of:												
All students	1004	1409	1087	618	955	1134	1008	984	1036	984	1025	1063
	(30.8)	(69.8)	(46.9)	(27.8)	(33.8)	(67.3)	(58.6)	(43.6)	(58.5)	(38.6)	(64.9)	(75.8)
Secondary special education students	92	145	93	49	91	94	90	92	94	93	88	86
	(3.5)	(9.5)	(3.8)	(2.8)	(4.1)	(6.8)	(6.9)	(5.2)	(5.9)	(4.6)	(6.3)	(6.8)
Number of respondents	904	229	337	328	671	231	229	352	323	517	191	186
Average secondary school enrollment of students categorized as:												
Learning disabled	57	86	59	32	56	58	56	58	56	58	56	51
	(2.4)	(7.2)	(2.7)	(2.0)	(2.9)	(4.7)	(4.8)	(3.8)	(3.7)	(3.3)	(4.2)	(3.8)
Emotionally disturbed	12	18	12	5	11	12	11	12	11	13	9	9
	(0.9)	(2.2)	(1.2)	(0.5)	(1.0)	(1.7)	(1.8)	(1.3)	(1.5)	(1.2)	(1.3)	(1.5)
Speech impaired	1	3	1	1	1	2	2	1	1	1	1	1
	(0.2)	(0.8)	(0.2)	(0.1)	(0.2)	(0.8)	(0.6)	(0.3)	(0.3)	(0.3)	(0.2)	(0.4)
Mentally retarded	3	5	3	3	4	3	3	4	4	3	2	5
	(0.5)	(1.4)	(0.6)	(0.6)	(0.6)	(0.8)	(0.7)	(0.9)	(0.9)	(0.6)	(0.7)	(1.3)
Deaf/hard of hearing	2	3	2	1	2	2	2	1	2	2	2	2
	(0.2)	(0.7)	(0.3)	(0.1)	(0.3)	(0.4)	(0.4)	(0.2)	(0.6)	(0.3)	(0.7)	(0.5)
Visually impaired	1	2	1	0	1	1	1	1	1	1	1	1
	(0.1)	(0.5)	(0.1)	(0.1)	(0.1)	(0.3)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.4)
Orthopedically impaired	2	4	2	0	2	3	2	2	2	2	2	2
	(0.3)	(0.9)	(0.4)	(0.1)	(0.3)	(0.7)	(0.6)	(0.3)	(0.5)	(0.3)	(0.7)	(0.6)
Other health impaired	1	1	1	0	1	1	1	1	1	1	1	1
	(0.1)	(0.2)	(0.2)	(0.1)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.3)	(0.3)
Multiply impaired, deaf/blind	1	2	1	1	1	1	1	1	1	1	1	1
	(0.3)	(0.9)	(0.3)	(0.2)	(0.3)	(0.4)	(0.3)	(0.5)	(0.4)	(0.3)	(0.3)	(0.6)
Number of respondents	900	227	335	328	669	228	227	351	322	514	190	186
Percentage in schools with minority student enrollment of												
10% or less	46.7	8.3	52.1	70.4	48.4	42.2	45.9	47.5	46.3	46.2	46.1	52.5
	(2.3)	(2.6)	(3.8)	(3.6)	(2.7)	(4.5)	(4.3)	(3.6)	(4.1)	(2.9)	(5.1)	(5.7)
11% to 25%	16.0	6.7	25.5	13.8	16.1	15.8	13.2	17.1	18.6	14.5	18.0	22.0
	(1.7)	(2.4)	(3.3)	(2.7)	(2.0)	(3.3)	(2.9)	(2.7)	(3.2)	(2.1)	(3.9)	(4.7)
26% to 50%	15.6	25.4	16.5	6.0	16.1	14.5	17.1	15.2	14.0	16.6	13.1	13.1
	(1.7)	(4.1)	(2.8)	(1.9)	(2.0)	(3.2)	(3.3)	(2.6)	(2.9)	(2.2)	(3.4)	(3.8)
More than 50%	21.7	59.7	5.9	9.7	19.4	27.5	23.7	20.2	21.1	22.7	22.8	12.4
	(1.9)	(4.7)	(1.8)	(2.3)	(2.2)	(4.1)	(3.7)	(2.9)	(3.4)	(2.5)	(4.3)	(3.8)
Number of respondents	925	234	351	328	687	236	240	356	329	530	199	186

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average enrollment of:									
All students	1008 (84.8)	1010 (56.8)	1020 (52.9)	1224 (83.3)	912 (36.0)	1430 (163)	998 (56.4)	987 (57.8)	1109 (73.4)
Secondary special education students	107 (10.4)	97 (7.9)	81 (4.5)	123 (10.8)	80 (3.7)	140 (21.3)	96 (7.0)	91 (6.8)	94 (7.3)
Number of respondents	135	216	314	138	558	43	244	288	178
Average secondary school enrollment of students categorized as:									
Learning disabled	63 (7.3)	61 (5.5)	50 (3.3)	71 (7.7)	50 (2.6)	94 (18.2)	60 (5.3)	56 (4.5)	57 (5.2)
Emotionally disturbed	15 (3.0)	9 (1.2)	12 (1.7)	15 (3.1)	10 (1.0)	19 (3.9)	12 (2.0)	10 (1.2)	14 (2.5)
Speech impaired	1 (0.5)	1 (0.3)	1 (0.2)	1 (0.6)	1 (0.2)	2 (1.0)	1 (0.2)	1 (0.3)	1 (0.4)
Mentally retarded	4 (1.3)	3 (1.0)	4 (0.8)	4 (1.3)	3 (0.7)	3 (2.2)	3 (0.9)	4 (1.0)	4 (1.1)
Deaf/hard of hearing	1 (0.4)	2 (0.6)	2 (0.4)	3 (1.0)	1 (0.2)	3 (0.9)	2 (0.3)	2 (0.5)	2 (0.6)
Visually impaired	1 (0.4)	1 (0.2)	1 (0.2)	2 (0.5)	1 (0.1)	3 (1.4)	1 (0.4)	1 (0.2)	1 (0.2)
Orthopedically impaired	2 (0.9)	2 (0.6)	1 (0.2)	3 (0.9)	2 (0.3)	3 (1.2)	2 (0.4)	3 (0.7)	2 (0.4)
Other health impaired	0 (0.2)	1 (0.2)	1 (0.2)	0 (0.1)	1 (0.1)	2 (0.7)	0 (0.2)	1 (0.2)	1 (0.3)
Multiply impaired, deaf/blind	1 (0.4)	2 (0.8)	1 (0.1)	2 (1.2)	1 (0.1)	3 (1.7)	2 (0.8)	1 (0.2)	1 (0.3)
Number of respondents	134	215	312	136	557	43	242	288	177
Percentage in schools with minority student enrollment of									
10% or less	33.9 (5.7)	46.0 (4.7)	57.9 (3.8)	6.6 (3.0)	62.7 (2.9)	1.9 (2.7)	41.9 (4.4)	50.1 (4.2)	46.4 (5.2)
11% to 25%	6.3 (2.9)	16.2 (3.5)	15.7 (2.8)	12.3 (4.0)	16.0 (2.2)	10.4 (6.0)	8.7 (2.5)	14.9 (3.0)	18.9 (4.1)
26% to 50%	18.0 (4.6)	16.2 (3.5)	14.4 (2.7)	19.9 (4.8)	16.3 (2.2)	13.4 (6.7)	13.9 (3.1)	15.6 (3.1)	21.9 (4.3)
More than 50%	41.8 (5.9)	21.6 (3.9)	12.0 (2.5)	61.2 (5.9)	5.1 (1.3)	74.3 (8.7)	35.6 (4.3)	19.4 (3.3)	12.8 (3.5)
Number of respondents	136	215	330	141	571	48	250	289	191

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Student Enrollment	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with low income student enrollment of:												
Less than 10%	21.1	6.2	43.8	8.0	21.1	21.0	19.7	20.8	23.7	19.3	23.1	30.3
	(1.9)	(2.3)	(3.8)	(2.1)	(2.2)	(3.8)	(3.5)	(2.9)	(3.5)	(2.3)	(4.3)	(5.2)
10% to 25%	36.0	31.0	32.0	44.2	36.7	34.0	32.0	38.0	38.9	35.3	39.0	35.4
	(2.3)	(4.5)	(3.5)	(3.9)	(2.6)	(4.4)	(4.0)	(3.5)	(4.0)	(2.8)	(5.0)	(5.4)
26% to 50%	25.6	30.2	18.2	29.3	24.5	28.8	28.0	26.5	20.1	27.7	23.3	17.8
	(2.1)	(4.4)	(2.9)	(3.5)	(2.3)	(4.2)	(3.9)	(3.2)	(3.3)	(2.6)	(4.3)	(4.3)
More than 50%	17.3	32.6	6.0	18.5	17.7	16.2	20.3	14.7	17.3	17.8	14.7	16.5
	(1.8)	(4.5)	(1.8)	(3.0)	(2.1)	(3.4)	(3.5)	(2.5)	(3.1)	(2.3)	(3.6)	(4.2)
Number of respondents	928	229	355	333	694	232	238	358	332	530	200	188
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*												
50% or less	4.6	15.1	0.8	1.3	4.5	4.7	4.8	5.2	3.1	4.8	5.6	2.2
	(1.0)	(3.7)	(0.7)	(0.9)	(1.2)	(2.0)	(2.0)	(1.6)	(1.5)	(1.3)	(2.4)	(1.7)
51% to 75%	18.8	27.3	11.6	19.8	17.1	23.1	15.4	20.2	20.6	19.1	19.1	16.9
	(1.9)	(4.6)	(2.5)	(3.2)	(2.1)	(4.0)	(3.5)	(2.9)	(3.4)	(2.4)	(4.0)	(4.4)
76% to 95%	55.0	50.6	57.9	55.1	56.5	51.3	55.3	53.9	56.8	52.7	54.8	65.9
	(2.4)	(5.1)	(3.8)	(4.0)	(2.8)	(4.8)	(4.8)	(3.6)	(4.2)	(3.1)	(5.1)	(5.5)
More than 95%	21.6	6.9	29.6	23.8	21.8	20.9	24.5	20.7	19.5	23.4	20.6	15.0
	(2.0)	(2.6)	(3.6)	(3.4)	(2.4)	(3.9)	(4.1)	(3.0)	(3.3)	(2.6)	(4.1)	(4.2)
Number of respondents	861	205	335	310	639	220	196	345	320	479	196	177
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*												
25% or less	20.2	17.9	13.5	26.5	20.7	18.8	19.0	19.8	22.5	19.9	20.2	22.9
	(2.0)	(4.0)	(2.7)	(3.5)	(2.3)	(3.8)	(3.8)	(2.9)	(3.5)	(2.5)	(4.2)	(4.9)
26% to 50%	41.0	34.7	36.6	51.4	41.3	39.9	39.7	41.6	41.7	42.0	39.9	36.2
	(2.4)	(5.0)	(3.8)	(4.0)	(2.8)	(4.7)	(4.7)	(3.7)	(4.2)	(3.1)	(5.1)	(5.6)
51% to 75%	29.9	31.8	39.0	19.7	29.8	30.2	31.5	29.3	28.8	28.7	29.8	35.8
	(2.3)	(4.9)	(3.9)	(3.2)	(2.6)	(4.4)	(4.5)	(3.4)	(3.8)	(2.8)	(4.8)	(5.6)
More than 75%	8.9	15.6	10.9	2.4	8.1	11.1	9.8	9.4	7.0	9.5	10.2	5.1
	(1.4)	(3.8)	(2.5)	(1.2)	(1.6)	(3.0)	(2.9)	(2.2)	(2.2)	(1.8)	(3.2)	(2.5)
Number of respondents	844	195	324	314	629	213	190	336	318	469	188	178

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Student Enrollment	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with low income student enrollment of:									
Less than 10%	5.6	19.3	31.5	4.8	26.1	12.8	14.1	19.0	31.4
	(2.7)	(3.7)	(3.6)	(2.6)	(2.6)	(6.9)	(3.1)	(3.3)	(4.9)
10% to 25%	25.1	45.8	35.3	32.2	39.7	18.6	31.5	36.5	44.2
	(5.2)	(4.7)	(3.7)	(5.7)	(2.9)	(8.0)	(4.2)	(4.0)	(5.2)
26% to 50%	35.9	21.4	25.3	34.5	24.5	13.5	27.6	30.4	17.9
	(5.7)	(3.9)	(3.4)	(5.8)	(2.6)	(7.0)	(4.0)	(3.8)	(4.0)
More than 50%	33.5	13.4	7.9	28.5	9.8	55.2	26.8	14.2	6.5
	(5.6)	(3.2)	(2.1)	(5.5)	(1.8)	(10.2)	(4.0)	(2.9)	(2.6)
Number of respondents	138	217	326	140	576	45	252	293	184
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*									
50% or less	12.6	2.2	2.8	11.2	1.9	17.5	6.8	5.9	2.3
	(4.4)	(1.4)	(1.3)	(4.1)	(0.8)	(8.2)	(2.4)	(2.0)	(1.6)
51% to 75%	24.7	17.9	14.7	27.8	16.7	20.8	27.0	13.6	13.9
	(5.7)	(3.7)	(2.8)	(5.8)	(2.3)	(8.8)	(4.2)	(3.0)	(3.7)
76% to 95%	52.9	55.1	61.0	57.0	55.8	52.3	51.9	60.5	56.7
	(6.6)	(4.8)	(3.9)	(6.4)	(3.0)	(10.8)	(4.7)	(4.2)	(5.4)
More than 95%	9.9	24.8	21.5	4.1	25.6	9.4	14.3	19.9	27.1
	(3.9)	(4.2)	(3.3)	(2.6)	(2.7)	(6.3)	(3.3)	(3.5)	(4.8)
Number of respondents	117	203	312	124	543	41	227	274	175
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*									
25% or less	28.1	15.4	16.0	26.4	17.6	18.3	23.6	18.2	12.3
	(6.0)	(3.5)	(3.0)	(5.8)	(2.3)	(8.9)	(4.0)	(3.4)	(3.6)
26% to 50%	38.0	47.7	40.9	36.2	43.6	27.4	44.4	46.2	33.4
	(6.4)	(4.8)	(4.0)	(6.4)	(3.0)	(10.3)	(4.7)	(4.3)	(5.2)
51% to 75%	29.2	27.7	30.6	27.1	30.0	40.9	25.7	28.3	37.6
	(6.0)	(4.3)	(3.7)	(5.9)	(2.8)	(11.3)	(4.1)	(3.9)	(5.3)
More than 75%	4.7	9.3	12.6	10.3	8.8	13.4	6.3	7.3	16.8
	(2.8)	(2.8)	(2.7)	(4.0)	(1.7)	(7.8)	(2.3)	(2.3)	(4.1)
Number of respondents	115	203	302	118	539	37	227	270	167

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* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Staffing Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
For students in secondary schools, percentage in schools whose FTE special education staff included:												
Fewer than 5 professionals	37.0	7.7	39.4	56.7	37.0	37.0	39.7	35.5	35.5	37.5	31.9	40.2
	(2.2)	(2.5)	(3.7)	(3.8)	(2.6)	(4.4)	(4.2)	(3.4)	(3.9)	(2.8)	(4.7)	(5.5)
5 to 10 professionals	32.7	30.8	33.4	33.7	33.7	29.7	31.2	32.5	35.4	31.0	40.4	33.3
	(2.2)	(4.3)	(3.6)	(3.6)	(2.6)	(4.2)	(4.0)	(3.3)	(3.9)	(2.7)	(4.9)	(5.3)
11 to 25 professionals	22.8	41.7	25.3	5.2	21.6	25.9	20.0	24.7	23.5	22.6	23.1	22.8
	(1.9)	(4.6)	(3.3)	(1.7)	(2.2)	(4.0)	(3.4)	(3.1)	(3.5)	(2.4)	(4.2)	(4.7)
More than 25 professionals	7.6	19.9	1.9	4.3	7.6	7.4	9.1	7.3	5.5	8.9	4.6	3.6
	(1.2)	(3.8)	(1.0)	(1.6)	(1.4)	(2.4)	(2.5)	(1.8)	(1.9)	(1.7)	(2.1)	(2.1)
Number of respondents	949	239	358	340	707	240	244	366	339	540	205	193
For students in secondary schools, average ratio of secondary special education students to special education professionals	12.8	9.6	15.5	12.2	12.8	12.9	13.3	12.4	12.8	12.8	12.0	14.0
	(0.5)	(0.5)	(0.8)	(0.9)	(0.5)	(0.9)	(1.1)	(0.6)	(0.6)	(0.6)	(0.6)	(1.0)
Number of respondents	903	232	337	324	672	229	229	351	323	516	191	186
Percentage in schools with:												
Case managers for special ed. students	86.2	89.6	90.5	78.2	84.6	90.5	85.3	85.6	88.6	84.6	88.8	91.0
	(1.7)	(3.2)	(2.3)	(3.4)	(2.1)	(2.9)	(3.3)	(2.7)	(2.8)	(2.3)	(3.4)	(3.3)
Staff responsible for finding jobs for special ed. students	51.8	63.4	57.6	36.9	51.6	52.3	43.6	54.5	59.4	49.1	60.5	54.6
	(2.5)	(5.0)	(3.9)	(4.0)	(2.9)	(4.9)	(4.6)	(3.8)	(4.2)	(3.1)	(5.3)	(5.8)
Number of respondents	831	201	328	292	626	205	206	321	304	468	176	178
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*												
10% or less	56.3	59.9	58.4	52.2	55.8	57.5	58.7	55.5	54.0	56.0	59.9	52.3
	(2.5)	(5.3)	(4.0)	(4.2)	(2.9)	(5.0)	(4.7)	(3.8)	(4.4)	(3.2)	(5.5)	(5.9)
11% to 25%	7.2	4.2	9.3	7.2	6.3	9.8	6.2	7.4	8.4	7.1	6.2	9.7
	(1.3)	(2.2)	(2.3)	(2.2)	(1.4)	(3.0)	(2.3)	(2.0)	(2.5)	(1.6)	(2.7)	(3.5)
26% to 50%	4.5	2.5	4.2	6.2	4.7	4.0	2.9	6.5	3.1	5.0	3.7	2.8
	(1.1)	(1.7)	(1.6)	(2.0)	(1.2)	(2.0)	(1.6)	(1.9)	(1.5)	(1.4)	(2.1)	(1.9)
More than 50%	32.0	33.3	28.0	34.4	33.2	28.7	32.2	30.7	34.4	31.9	30.2	35.2
	(2.4)	(5.1)	(3.6)	(4.0)	(2.8)	(4.6)	(4.5)	(3.6)	(4.2)	(3.0)	(5.2)	(5.7)
Number of respondents	792	184	311	290	600	191	196	308	288	446	166	172

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Staffing Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
For students in secondary schools, percentage in schools whose FTE special education staff included:									
Fewer than 5 professionals	21.5	34.2	45.8	12.9	44.6	11.5	29.1	36.6	42.3
	(4.8)	(4.4)	(3.8)	(4.0)	(2.9)	(6.3)	(4.0)	(4.0)	(5.1)
5 to 10 professionals	37.7	32.4	30.3	35.6	32.4	33.1	35.1	32.6	30.6
	(5.7)	(4.3)	(3.5)	(5.7)	(2.8)	(9.2)	(4.2)	(3.9)	(4.8)
11 to 25 professionals	24.4	24.1	20.1	38.7	18.0	30.1	27.3	19.6	22.5
	(5.1)	(4.0)	(3.1)	(5.8)	(2.3)	(9.0)	(3.9)	(3.3)	(4.3)
More than 25 professionals	16.4	9.3	3.8	12.8	4.9	25.2	8.5	11.3	4.7
	(4.4)	(2.7)	(1.5)	(4.0)	(1.3)	(8.5)	(2.5)	(2.6)	(2.2)
Number of respondents	141	224	333	144	586	49	257	298	192
For students in secondary schools, average ratio of secondary special education students to special education professionals	10.6	12.4	13.9	10.6	13.7	8.7	11.7	11.3	15.4
	(1.4)	(0.8)	(0.8)	(0.7)	(0.7)	(0.9)	(0.7)	(0.7)	(1.5)
Number of respondents	135	216	315	138	559	43	244	287	180
Percentage in schools with:									
Case managers for special ed. students	79.4	89.8	86.8	91.0	86.3	74.2	85.0	86.0	88.2
	(5.2)	(3.0)	(2.8)	(3.7)	(2.2)	(9.6)	(3.3)	(3.1)	(3.6)
Staff responsible for finding jobs for special ed. students	49.1	54.2	55.0	60.7	48.1	60.5	46.4	55.9	59.5
	(6.4)	(4.9)	(4.0)	(6.3)	(3.1)	(10.1)	(4.6)	(4.4)	(5.5)
Number of respondents	121	196	294	123	519	40	232	258	163
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*									
10% or less	63.7	53.5	56.7	59.6	58.6	49.6	55.9	58.0	60.7
	(6.4)	(5.1)	(4.1)	(6.7)	(3.1)	(11.0)	(4.7)	(4.5)	(5.6)
11% to 25%	6.6	6.1	10.6	2.6	8.0	18.3	7.8	5.6	10.5
	(3.3)	(2.4)	(2.6)	(2.2)	(1.7)	(8.5)	(2.6)	(2.1)	(3.5)
26% to 50%	0.7	7.0	4.6	1.0	5.5	7.6	6.3	2.7	5.5
	(1.1)	(2.6)	(1.7)	(1.4)	(1.5)	(5.8)	(2.3)	(1.5)	(2.6)
More than 50%	29.0	33.4	28.2	36.8	27.9	24.4	30.0	33.7	23.3
	(6.0)	(4.8)	(3.7)	(6.6)	(2.9)	(9.5)	(4.4)	(4.3)	(4.9)
Number of respondents	114	185	281	112	500	39	221	246	153

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
School Policies	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
MAINSTREAMING												
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	36.8	49.9	40.9	23.0	35.4	40.6	40.6	34.9	34.3	38.2	31.0	35.2
	(2.4)	(5.3)	(3.9)	(3.5)	(2.8)	(4.9)	(4.6)	(3.7)	(4.1)	(3.1)	(5.1)	(5.6)
Number of respondents	817	192	322	297	616	200	204	314	299	457	173	178
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*												
Special inservice training	44.0	46.0	49.4	36.1	42.4	48.2	42.1	44.5	46.0	44.1	42.5	47.3
	(2.5)	(5.3)	(3.9)	(4.0)	(2.9)	(5.0)	(4.6)	(3.8)	(4.3)	(3.2)	(5.4)	(5.8)
Consultation services	97.1	98.3	97.6	95.6	96.7	98.3	97.4	96.2	98.3	96.3	99.1	98.5
	(0.8)	(1.4)	(1.2)	(1.7)	(1.0)	(1.3)	(1.5)	(1.5)	(1.1)	(1.2)	(1.1)	(1.4)
Special materials	51.5	44.8	48.9	58.5	51.6	51.2	46.9	54.4	53.2	50.2	54.1	55.3
	(2.5)	(5.3)	(3.9)	(4.1)	(2.9)	(5.0)	(4.7)	(3.8)	(4.3)	(3.2)	(5.5)	(5.8)
Classroom aides	28.6	30.3	29.7	25.8	28.7	28.2	28.5	28.4	28.9	27.9	31.5	28.0
	(2.3)	(4.9)	(3.6)	(3.6)	(2.6)	(4.5)	(4.2)	(3.5)	(4.0)	(2.8)	(5.1)	(5.2)
Reduced class size	10.3	4.1	11.3	13.0	9.7	11.8	6.6	10.3	16.1	9.0	13.2	14.1
	(1.5)	(2.1)	(2.5)	(2.8)	(1.7)	(3.2)	(2.3)	(2.3)	(3.2)	(1.8)	(3.7)	(4.0)
None of these	0.4	1.2	0.0	0.3	0.5	0.0	0.0	0.9	0.0	0.6	0.0	0.0
	(0.3)	(1.1)	(0.0)	(0.5)	(0.4)	(0.0)	(0.0)	(0.7)	(0.0)	(0.5)	(0.0)	(0.0)
Number of respondents	818	193	324	295	616	201	203	316	299	458	173	178
GRADING												
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*												
On same standard as regular education students	66.3	81.1	72.9	48.5	66.1	66.7	67.6	65.1	66.4	68.1	60.0	64.5
	(2.5)	(4.3)	(3.7)	(4.3)	(2.9)	(4.9)	(4.5)	(3.8)	(4.3)	(3.1)	(5.5)	(5.8)
On different standard	32.6	18.9	25.2	50.5	33.0	31.5	30.6	34.9	31.3	31.1	37.1	35.5
	(2.4)	(4.3)	(3.6)	(4.3)	(2.8)	(4.8)	(4.4)	(3.8)	(4.3)	(3.0)	(5.4)	(5.8)
Did not grade mainstreamed students	1.1	0.0	1.9	1.0	0.8	1.8	1.7	0.0	2.2	0.9	2.9	0.0
	(0.5)	(0.0)	(1.1)	(0.9)	(0.6)	(1.4)	(1.2)	(0.0)	(1.4)	(0.6)	(1.9)	(0.0)
Number of respondents	758	182	297	274	572	185	192	295	271	427	162	163

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
School Policies	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
MAINSTREAMING									
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	40.9	36.1	37.0	37.2	35.0	45.7	38.7	35.9	37.0
	(6.5)	(4.8)	(4.0)	(6.4)	(3.0)	(10.6)	(4.6)	(4.3)	(5.5)
Number of respondents	114	195	288	120	505	42	226	250	160
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*									
Special inservice training	38.0	44.2	45.6	42.1	44.4	45.9	43.7	43.3	44.8
	(6.4)	(4.9)	(4.1)	(6.5)	(3.2)	(10.6)	(4.7)	(4.5)	(5.7)
Consultation services	95.1	97.3	98.1	96.2	98.0	89.2	97.6	95.8	97.0
	(2.8)	(1.6)	(1.1)	(2.5)	(0.9)	(6.6)	(1.4)	(1.8)	(1.9)
Special materials	46.1	48.4	56.7	52.8	52.5	46.7	50.1	49.8	53.0
	(6.5)	(5.0)	(4.1)	(6.6)	(3.2)	(10.7)	(4.7)	(4.5)	(5.7)
Classroom aides	27.9	23.7	34.5	24.7	29.0	46.8	23.5	31.8	33.3
	(5.9)	(4.2)	(3.9)	(5.7)	(2.9)	(10.7)	(4.0)	(4.2)	(5.4)
Reduced class size	6.7	7.9	13.2	3.9	12.2	7.3	5.6	8.7	16.7
	(3.3)	(2.7)	(2.8)	(2.5)	(2.1)	(5.6)	(2.2)	(2.5)	(4.2)
None of these	1.4	0.0	0.4	1.7	0.2	0.0	0.0	0.9	0.6
	(1.6)	(0.0)	(0.5)	(1.7)	(0.3)	(0.0)	(0.0)	(0.9)	(0.9)
Number of respondents	116	196	285	121	506	42	229	250	160
GRADING									
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*									
On same standard as regular education students	69.7	69.8	63.3	78.6	63.3	70.4	70.7	66.6	65.0
	(6.2)	(4.8)	(4.2)	(5.7)	(3.2)	(10.2)	(4.4)	(4.4)	(5.8)
On different standard	27.4	29.2	35.8	21.4	35.2	26.2	27.0	33.4	32.7
	(6.0)	(4.7)	(4.2)	(5.7)	(3.1)	(9.8)	(4.3)	(4.4)	(5.7)
Did not grade mainstreamed students	2.8	1.0	0.9	0.0	1.4	3.4	2.3	0.0	2.3
	(2.2)	(1.0)	(0.8)	(0.0)	(0.8)	(4.0)	(1.4)	(0.0)	(1.8)
Number of respondents	110	179	259	110	472	38	214	236	139

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES (Continued)

		Community			Gender		Age in 1987			School Status		
School Policies	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
GRADING (CONCLUDED)												
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*												
On same standard as regular classes	26.8	34.1	21.0	27.8	25.8	29.7	30.4	25.6	23.3	27.3	21.5	29.1
	(2.3)	(5.3)	(3.3)	(3.8)	(2.6)	(4.7)	(4.4)	(3.4)	(3.8)	(2.9)	(4.7)	(5.4)
On standard different from regular classes	72.4	65.9	78.7	70.4	73.5	69.2	68.4	73.5	76.7	71.7	78.0	70.9
	(2.3)	(5.3)	(3.3)	(3.8)	(2.6)	(4.8)	(4.4)	(3.4)	(3.8)	(2.9)	(4.7)	(5.4)
Did not give grades for special education classes	0.8	0.0	0.3	1.9	0.7	1.1	1.2	0.9	0.0	1.0	0.5	0.0
	(0.5)	(0.0)	(0.5)	(1.1)	(0.5)	(1.1)	(1.1)	(0.7)	(0.0)	(0.6)	(0.8)	(0.0)
Number of respondents	779	177	309	288	591	187	196	305	278	441	160	170
PRIMARY SCHOOL FUNCTION												
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**												
Academic skills	58.2	61.9	69.2	45.6	56.8	62.1	60.9	59.0	51.9	58.5	54.6	59.4
	(2.6)	(5.5)	(3.9)	(4.2)	(3.0)	(5.1)	(4.7)	(4.0)	(4.6)	(3.3)	(5.8)	(6.2)
Independent living skills	37.6	31.3	29.0	50.4	37.9	36.7	37.5	35.1	42.5	37.1	42.0	36.9
	(2.6)	(5.3)	(3.9)	(4.2)	(3.0)	(5.1)	(4.7)	(3.9)	(4.6)	(3.2)	(5.7)	(6.1)
Skills for employment	4.2	6.8	1.8	4.0	5.3	1.3	1.6	5.9	5.5	4.4	3.3	3.7
	(1.1)	(2.9)	(1.1)	(1.7)	(1.4)	(1.2)	(1.2)	(1.9)	(2.1)	(1.4)	(2.1)	(2.4)
Number of respondents	737	169	277	281	556	180	191	279	267	417	154	157
SUSPENSION/EXPULSION												
Percentage in schools in which special education students:												
Could not be suspended or expelled	21.3	17.3	24.8	20.2	22.2	18.7	17.1	24.1	22.5	20.0	24.5	24.8
	(2.1)	(3.9)	(3.5)	(3.3)	(2.4)	(3.9)	(3.5)	(3.3)	(3.7)	(2.5)	(4.8)	(5.1)
Could only be suspended	21.5	22.9	21.6	20.6	22.2	19.5	20.1	21.5	23.6	20.8	24.4	19.9
	(2.1)	(4.4)	(3.3)	(3.3)	(2.4)	(3.9)	(3.7)	(3.1)	(3.7)	(2.5)	(4.8)	(4.7)
Could only be expelled	12.4	11.8	11.2	14.4	11.2	15.6	8.6	14.0	15.4	10.0	15.6	21.7
	(1.7)	(3.4)	(2.5)	(2.9)	(1.8)	(3.6)	(2.6)	(2.6)	(3.2)	(1.9)	(4.0)	(4.9)
Could be both suspended and expelled	44.9	47.9	42.4	44.9	44.4	46.2	54.2	40.4	38.5	49.2	35.5	33.6
	(2.5)	(5.2)	(4.0)	(4.1)	(2.9)	(5.0)	(4.6)	(3.7)	(4.3)	(3.1)	(5.3)	(5.6)
Number of respondents	820	200	316	294	616	203	206	320	294	469	169	173

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES (Continued)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
GRADING (CONCLUDED)									
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*									
On same standard as regular classes	34.0	26.4	23.0	31.4	23.4	46.2	30.9	27.6	22.2
	(6.4)	(4.5)	(3.6)	(6.3)	(2.8)	(10.9)	(4.5)	(4.1)	(4.9)
On standard different from regular classes	64.3	73.1	75.9	68.6	75.8	49.1	68.0	71.5	76.7
	(6.5)	(4.5)	(3.6)	(6.3)	(2.8)	(10.9)	(4.5)	(4.2)	(5.0)
Did not give grades for special education classes	1.6	0.6	1.2	0.0	0.8	4.6	1.0	0.9	1.2
	(1.7)	(0.8)	(0.9)	(0.0)	(0.6)	(4.6)	(1.0)	(0.9)	(1.3)
Number of respondents	108	185	271	111	484	40	214	239	150
PRIMARY SCHOOL FUNCTION									
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**									
Academic skills	55.5	57.8	62.0	59.1	59.1	56.4	61.7	57.0	58.7
	(6.9)	(5.3)	(4.2)	(6.9)	(3.3)	(11.1)	(4.8)	(4.7)	(5.9)
Independent living skills	38.5	38.6	35.3	34.5	37.5	38.0	35.3	37.5	37.3
	(6.8)	(5.2)	(4.1)	(6.7)	(3.2)	(10.8)	(4.7)	(4.6)	(5.8)
Skills for employment	6.0	3.6	2.7	6.4	3.4	5.6	3.1	5.5	4.0
	(3.3)	(2.0)	(1.4)	(3.4)	(1.2)	(5.1)	(1.7)	(2.2)	(2.3)
Number of respondents	102	170	265	105	455	38	204	226	143
SUSPENSION/EXPULSION									
Percentage in schools in which special education students:									
Could not be suspended or expelled	16.0	21.9	22.8	21.5	22.1	18.1	23.6	20.6	19.2
	(4.7)	(4.2)	(3.4)	(5.3)	(2.6)	(8.2)	(4.0)	(3.6)	(4.5)
Could only be suspended	24.8	20.7	19.5	23.8	20.5	27.3	22.7	17.2	25.2
	(5.6)	(4.1)	(3.2)	(5.5)	(2.6)	(9.5)	(4.0)	(3.4)	(4.9)
Could only be expelled	14.4	10.4	11.6	5.8	11.3	19.3	9.3	12.2	13.6
	(4.5)	(3.1)	(2.6)	(3.0)	(2.0)	(8.4)	(2.7)	(2.9)	(3.9)
Could be both suspended and expelled	44.9	47.0	46.2	49.0	46.1	35.3	44.4	50.0	42.0
	(6.4)	(5.0)	(4.1)	(6.5)	(3.2)	(10.2)	(4.7)	(4.5)	(5.6)
Number of respondents	118	190	292	123	508	42	226	256	160

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* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
School Policies	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
SUSPENSION/EXPULSION (CONCLUDED)												
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	63.7	56.0	69.7	62.9	64.3	62.0	57.9	64.2	72.1	57.8	74.6	81.1
	(2.5)	(5.2)	(3.7)	(4.1)	(2.8)	(4.9)	(4.7)	(3.7)	(4.0)	(3.2)	(4.9)	(4.7)
Number of respondents	787	196	308	274	591	195	200	303	284	444	168	166
GRADUATION												
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*												
Special ed. students meet same standards as regular students	91.5	95.7	94.3	85.2	90.7	93.7	92.5	91.3	90.6	91.1	91.9	92.7
	(1.4)	(2.3)	(1.9)	(3.0)	(1.7)	(2.5)	(2.7)	(2.2)	(2.6)	(1.9)	(3.0)	(3.1)
Students pass a minimum competency test	8.5	4.3	5.7	14.8	9.3	6.3	7.5	8.7	9.4	8.9	8.1	7.3
	(1.4)	(2.3)	(1.9)	(3.0)	(1.7)	(2.5)	(2.7)	(2.2)	(2.6)	(1.9)	(3.0)	(3.1)
Number of respondents	773	177	311	279	583	189	170	309	294	420	170	174
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**												
Exempt from such tests	4.9	3.4	2.5	9.8	5.2	4.0	7.3	4.0	2.9	5.9	2.0	3.6
	(1.5)	(2.4)	(1.8)	(3.8)	(1.9)	(2.6)	(3.6)	(2.1)	(2.1)	(2.1)	(2.1)	(3.0)
Held to same testing procedures/ standards as other students	42.8	51.0	36.1	42.5	40.2	48.7	44.1	39.9	46.9	44.4	40.2	37.9
	(3.5)	(6.6)	(5.4)	(6.4)	(4.2)	(6.6)	(6.9)	(5.2)	(6.2)	(4.5)	(7.2)	(8.0)
Given extra help in taking the test	50.4	51.6	50.7	47.2	49.8	51.7	47.6	55.8	43.6	50.9	50.6	51.2
	(3.6)	(6.6)	(5.6)	(6.5)	(4.2)	(6.6)	(7.0)	(5.2)	(6.1)	(4.6)	(7.4)	(8.2)
Given a modified test	12.4	11.3	14.9	10.4	10.2	17.4	8.3	15.5	12.1	10.6	12.1	22.3
	(2.3)	(4.2)	(4.0)	(4.0)	(2.6)	(5.0)	(3.9)	(3.8)	(4.0)	(2.8)	(4.8)	(6.8)
Allowed to meet different standards	18.8	6.3	35.1	10.6	17.4	22.0	18.4	16.2	24.7	16.0	20.0	29.6
	(2.8)	(3.2)	(5.3)	(4.0)	(3.2)	(5.4)	(5.4)	(3.9)	(5.3)	(3.4)	(5.9)	(7.5)
Number of respondents	410	119	162	127	295	114	90	168	152	219	95	89

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
School Policies	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
SUSPENSION/EXPULSION (CONCLUDED)									
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	60.8	58.1	62.5	51.4	62.1	75.8	60.7	60.7	62.7
	(6.4)	(5.0)	(4.1)	(6.6)	(3.1)	(9.1)	(4.7)	(4.5)	(5.5)
Number of respondents	115	183	279	119	487	42	219	241	158
GRADUATION									
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*									
Special ed. students meet same standards as regular students	92.6	90.9	90.1	91.1	92.6	79.5	90.4	91.5	91.6
	(3.6)	(2.9)	(2.5)	(4.0)	(1.7)	(9.4)	(2.9)	(2.6)	(3.3)
Students pass a minimum competency test	7.4	9.1	9.9	8.9	7.4	20.5	9.6	8.5	8.4
	(3.6)	(2.9)	(2.5)	(4.0)	(1.7)	(9.4)	(2.9)	(2.6)	(3.3)
Number of respondents	104	187	270	107	488	36	207	242	152
Of students in schools that required minimum competency tests for graduation, percentage in schools whose special education students were:**									
Exempt from such tests	6.7	4.6	6.3	9.2	3.0	12.7	6.7	6.3	3.8
	(4.2)	(2.9)	(2.8)	(4.8)	(1.6)	(7.9)	(3.2)	(3.2)	(2.9)
Held to same testing procedures/ standards as other students	48.7	45.3	41.4	52.8	41.5	22.5	39.4	51.1	41.3
	(8.6)	(6.9)	(5.8)	(8.3)	(4.6)	(10.1)	(6.3)	(6.7)	(7.5)
Given extra help in taking the test	48.2	52.4	52.1	44.4	53.9	56.0	52.8	48.1	53.2
	(8.6)	(6.9)	(5.9)	(8.3)	(4.7)	(11.9)	(6.4)	(6.7)	(7.6)
Given a modified test	8.8	11.0	12.5	16.9	11.2	12.2	13.8	11.3	10.7
	(4.9)	(4.3)	(3.9)	(6.3)	(2.9)	(7.9)	(4.4)	(4.2)	(4.7)
Allowed to meet different standards	9.2	12.8	26.3	8.9	20.1	18.0	12.4	15.8	23.9
	(5.0)	(4.6)	(5.2)	(4.8)	(3.7)	(9.3)	(4.2)	(4.9)	(6.5)
Number of respondents	68	102	139	74	240	33	124	116	89

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* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.

** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Coordination Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	78.4	75.0	82.3	75.8	78.9	77.0	78.2	78.5	78.2	77.7	81.4	78.6
	(2.1)	(4.5)	(3.0)	(3.6)	(2.4)	(4.2)	(3.9)	(3.1)	(3.6)	(2.6)	(4.3)	(4.8)
Number of respondents	810	197	318	287	608	201	204	314	292	458	171	172
Percentage in schools with at least monthly contact with:												
State vocational rehabilitation agency (VR)	23.6	34.2	23.1	15.4	24.7	20.7	22.0	24.1	25.3	22.4	28.7	24.5
	(2.2)	(5.1)	(3.5)	(3.1)	(2.6)	(4.2)	(4.1)	(3.3)	(3.9)	(2.7)	(5.2)	(5.2)
State developmental disabilities agency	8.7	8.5	9.0	8.7	7.5	11.6	6.2	10.0	10.0	7.8	7.2	15.1
	(1.6)	(3.3)	(2.6)	(2.7)	(1.8)	(3.6)	(2.6)	(2.6)	(3.0)	(1.9)	(3.4)	(4.7)
Vocational schools	28.6	27.3	34.7	23.2	28.9	27.9	26.1	28.6	32.4	27.7	27.3	36.2
	(2.4)	(4.9)	(3.9)	(3.6)	(2.7)	(4.7)	(4.3)	(3.6)	(4.2)	(2.9)	(5.1)	(5.8)
Colleges	5.3	1.9	10.3	2.4	5.4	5.2	6.1	4.1	6.6	5.0	7.5	4.3
	(1.2)	(1.5)	(2.6)	(1.3)	(1.4)	(2.4)	(2.4)	(1.6)	(2.3)	(1.5)	(3.1)	(2.5)
Mental health agencies	21.4	15.6	22.8	22.8	21.7	20.4	19.1	23.7	20.4	21.3	25.5	17.4
	(2.1)	(3.9)	(3.5)	(3.6)	(2.5)	(4.2)	(3.8)	(3.3)	(3.7)	(2.7)	(5.0)	(4.6)
Social service agencies	27.2	22.4	28.3	28.9	26.4	29.2	24.2	29.1	28.1	25.5	31.8	30.8
	(2.3)	(4.5)	(3.7)	(3.9)	(2.6)	(4.8)	(4.2)	(3.6)	(4.1)	(2.8)	(5.3)	(5.6)
Number of respondents	630	157	242	222	468	161	158	242	230	364	126	138

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Coordination Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	68.5	81.2	79.7	79.3	78.9	76.1	80.8	73.7	80.6
	(5.9)	(3.9)	(3.3)	(5.3)	(2.6)	(9.0)	(3.7)	(4.0)	(4.5)
Number of respondents	121	193	283	122	499	43	231	251	155
Percentage in schools with at least monthly contact with:									
State vocational rehabilitation agency (VR)	25.2	24.5	25.6	31.1	24.8	15.0	19.3	27.9	29.8
	(5.8)	(4.4)	(3.7)	(6.2)	(2.8)	(7.6)	(3.9)	(4.2)	(5.3)
State developmental disabilities agency	5.7	4.2	10.3	6.7	8.1	2.6	8.7	5.5	6.6
	(3.5)	(2.3)	(2.8)	(3.8)	(2.0)	(3.7)	(3.1)	(2.3)	(3.1)
Vocational schools	26.1	29.1	27.4	27.1	29.0	20.7	29.7	24.6	25.5
	(5.9)	(4.7)	(3.8)	(6.2)	(3.0)	(8.9)	(4.5)	(4.0)	(5.1)
Colleges	4.2	3.5	8.4	0.0	6.8	10.4	3.6	4.0	10.6
	(2.8)	(2.0)	(2.4)	(0.0)	(1.7)	(6.9)	(1.9)	(1.9)	(3.6)
Mental health agencies	16.5	21.6	24.5	14.2	24.8	20.8	16.9	20.5	28.4
	(5.0)	(4.3)	(3.6)	(4.7)	(2.8)	(8.8)	(3.6)	(3.8)	(5.2)
Social service agencies	22.2	24.9	29.3	21.1	27.9	21.5	24.8	24.2	28.9
	(5.5)	(4.5)	(3.9)	(5.6)	(2.9)	(9.0)	(4.2)	(4.0)	(5.3)
Number of respondents	89	146	230	91	394	35	167	203	128

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* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Coordination Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*												
Referrals of special education students to VR	82.8	84.2	84.5	79.7	81.6	86.2	81.4	83.0	84.3	83.4	79.1	84.9
	(2.0)	(4.0)	(2.9)	(3.5)	(2.3)	(3.6)	(4.0)	(2.9)	(3.2)	(2.5)	(4.6)	(4.2)
VR staff involvement in writing IEPs	21.3	24.2	23.2	16.7	22.0	19.2	20.5	21.8	21.2	22.3	20.9	17.7
	(2.1)	(4.7)	(3.4)	(3.2)	(2.5)	(4.1)	(4.1)	(3.2)	(3.6)	(2.7)	(4.5)	(4.5)
VR staff being assigned to ongoing work in the school	32.9	42.8	34.2	24.5	33.6	30.7	28.0	37.2	31.1	31.3	33.5	37.3
	(2.4)	(5.4)	(3.8)	(3.7)	(2.8)	(4.8)	(4.6)	(3.8)	(4.1)	(3.1)	(5.3)	(5.7)
VR and school staff collaboration in developing programs	32.5	38.4	34.8	26.5	32.6	32.3	28.5	35.4	32.5	31.1	35.4	34.5
	(2.4)	(5.3)	(3.8)	(3.8)	(2.8)	(4.8)	(4.6)	(3.7)	(4.1)	(3.1)	(5.3)	(5.6)
No VR contact or no action taken	12.5	9.8	9.9	17.6	13.9	8.9	15.4	11.9	10.0	12.8	14.0	8.7
	(1.7)	(3.2)	(2.4)	(3.3)	(2.1)	(2.9)	(3.7)	(2.5)	(2.6)	(2.2)	(3.9)	(3.3)
Number of respondents	772	185	310	268	583	188	170	306	296	422	166	175
Percentage in schools that usually or always:												
When students changed schools:												
Transferred IEPs	48.2	57.8	40.8	48.8	49.0	46.1	59.5	45.9	34.5	55.7	36.1	23.9
	(2.5)	(5.2)	(3.9)	(4.1)	(2.9)	(5.0)	(4.5)	(3.8)	(4.1)	(3.1)	(5.3)	(5.0)
Transferred files	49.5	57.5	41.8	51.9	50.1	47.9	61.4	46.9	35.6	57.2	36.3	26.1
	(2.5)	(5.2)	(3.9)	(4.1)	(2.9)	(4.9)	(4.5)	(3.8)	(4.1)	(3.1)	(5.2)	(5.1)
Discussed student needs with other schools' staff	32.6	38.2	30.3	30.1	32.1	33.9	41.6	29.7	23.5	37.7	24.1	16.9
	(2.3)	(5.1)	(3.6)	(3.8)	(2.7)	(4.7)	(4.6)	(3.5)	(3.7)	(3.0)	(4.7)	(4.4)
When students became clients of service agencies:												
Sent files to agencies	40.6	47.5	34.8	41.9	39.9	42.4	49.4	38.1	31.6	45.4	33.8	24.2
	(2.5)	(5.3)	(3.8)	(4.4)	(2.9)	(5.0)	(4.8)	(3.8)	(4.2)	(3.2)	(5.4)	(5.2)
Discussed student needs with agency staff	36.7	40.9	32.1	38.3	36.8	36.5	45.2	34.1	28.5	42.1	28.4	19.7
	(2.4)	(5.2)	(3.7)	(4.1)	(2.8)	(4.9)	(4.7)	(3.7)	(4.0)	(3.1)	(5.1)	(4.7)
Number of respondents	780	191	322	257	587	193	195	300	285	443	165	163

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Coordination Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*									
Referrals of special education students to VR	80.7 (5.3)	86.8 (3.5)	82.6 (3.2)	86.4 (4.7)	83.9 (2.4)	82.3 (8.4)	81.1 (3.8)	83.2 (3.5)	86.1 (4.0)
VR staff involvement in writing IEPs	18.1 (5.2)	20.5 (4.2)	29.8 (3.9)	23.0 (5.8)	23.5 (2.8)	11.4 (7.0)	15.6 (3.5)	25.7 (4.1)	31.1 (5.4)
VR staff being assigned to ongoing work in the school	40.3 (6.6)	30.8 (4.7)	33.6 (4.0)	44.6 (6.9)	30.8 (3.0)	23.5 (9.3)	34.8 (4.7)	33.7 (4.4)	33.9 (5.5)
VR and school staff collaboration in developing programs	29.1 (6.2)	34.4 (4.9)	36.3 (4.1)	39.8 (6.8)	30.8 (3.0)	27.0 (9.7)	30.1 (4.5)	31.3 (4.3)	40.1 (5.7)
No VR contact or no action taken	13.5 (4.6)	10.4 (3.1)	10.7 (2.6)	8.9 (3.9)	11.8 (2.1)	13.3 (7.4)	13.5 (3.3)	10.5 (2.8)	10.8 (3.6)
Number of respondents	109	184	272	109	484	40	212	238	154
Percentage in schools that usually or always:									
When students changed schools:									
Transferred IEPs	55.0 (6.3)	52.4 (5.0)	49.2 (4.1)	63.2 (6.4)	49.7 (3.1)	37.4 (10.1)	54.0 (4.7)	47.8 (4.5)	53.9 (5.6)
Transferred files	56.1 (6.3)	54.1 (4.9)	51.4 (4.1)	63.1 (6.3)	50.9 (3.1)	43.0 (10.3)	54.3 (4.6)	51.4 (4.4)	54.4 (5.6)
Discussed student needs with other schools' staff	35.5 (6.1)	30.8 (4.6)	37.3 (4.0)	40.3 (6.5)	35.1 (3.0)	24.1 (9.0)	33.2 (4.4)	35.0 (4.3)	36.3 (5.4)
When students became clients of service agencies:									
Sent files to agencies	38.6 (6.4)	45.9 (5.1)	43.0 (4.1)	46.3 (6.7)	41.9 (3.2)	33.6 (10.4)	44.9 (4.8)	39.6 (4.5)	43.9 (5.7)
Discussed student needs with agency staff	40.9 (6.3)	39.5 (5.0)	39.9 (4.0)	46.8 (6.6)	38.3 (3.1)	34.1 (10.1)	41.6 (4.7)	39.7 (4.4)	37.4 (5.5)
Number of respondents	115	186	282	117	493	40	221	247	157

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Programming Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with 12th grade, percentage in schools that usually or always:*												
Focused IEPs for seniors on the period after secondary school	12.5	13.5	10.9	13.6	13.0	10.9	16.3	11.6	9.0	14.0	10.2	8.3
	(1.7)	(3.8)	(2.5)	(2.9)	(2.0)	(3.2)	(3.7)	(2.5)	(2.5)	(2.3)	(3.3)	(3.3)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	16.4	24.2	16.1	11.8	16.8	15.3	23.8	13.0	12.7	19.6	10.1	8.1
	(1.9)	(4.7)	(3.0)	(2.8)	(2.2)	(3.7)	(4.3)	(2.6)	(2.9)	(2.6)	(3.4)	(3.2)
Number of respondents	776	179	307	276	587	188	173	308	295	425	167	174
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	14.3	19.6	15.8	9.4	13.3	16.9	13.4	13.6	16.7	13.6	15.6	15.6
	(1.8)	(4.4)	(3.0)	(2.5)	(2.0)	(3.8)	(3.5)	(2.6)	(3.3)	(2.2)	(4.0)	(4.4)
Number of respondents	775	175	309	281	585	190	170	311	294	426	170	170
Average number of years school transition programs operated	4.3	4.5	5.1	2.5	4.3	4.5	3.9	4.6	4.3	4.4	4.6	3.9
	(0.5)	(1.0)	(0.7)	(0.5)	(0.6)	(0.9)	(1.0)	(0.7)	(0.9)	(0.6)	(1.1)	(1.1)
Number of respondents	105	32	50	23	77	28	21	40	44	54	24	25

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14B: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH LEARNING DISABILITIES

Programming Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with 12th grade, percentage in schools that usually or always:*									
Focused IEPs for seniors on the period after secondary school	14.0 (4.7)	13.3 (3.5)	13.8 (2.9)	9.5 (4.1)	13.8 (2.2)	23.0 (9.5)	11.6 (3.1)	14.7 (3.2)	15.1 (4.1)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	23.7 (5.8)	16.8 (3.8)	17.7 (3.3)	19.8 (5.6)	16.4 (2.4)	22.3 (9.1)	16.9 (3.7)	19.2 (3.6)	18.3 (4.5)
Number of respondents	108	183	271	106	487	37	211	241	155
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	21.1 (5.5)	8.8 (2.9)	15.5 (3.0)	24.4 (6.0)	12.9 (2.2)	10.1 (6.9)	14.2 (3.4)	13.1 (3.1)	19.2 (4.6)
Number of respondents	109	184	278	106	492	37	212	244	154
Average number of years school transition programs operated	4.0 (1.1)	3.5 (1.2)	4.8 (0.8)	5.2 (1.2)	4.1 (0.6)	---	5.0 (1.0)	3.7 (0.9)	3.5 (0.7)
Number of respondents	21	15	43	23	61	6	30	28	28

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* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Educational Placements	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in:												
Grades 7 or 8	14.0	13.7	9.5	16.2	12.7	17.4	36.0	2.8	0.5	17.9	4.6	6.1
	(1.7)	(3.6)	(2.3)	(3.0)	(1.9)	(3.6)	(4.3)	(1.2)	(0.6)	(2.4)	(2.2)	(2.6)
Grades 9 or 10	44.1	46.1	45.1	42.2	44.1	44.2	58.5	51.2	9.4	53.6	20.7	23.8
	(2.4)	(5.2)	(4.0)	(4.0)	(2.8)	(4.7)	(4.4)	(3.8)	(2.4)	(3.1)	(4.3)	(4.6)
Grades 11 or 12	39.5	36.6	41.7	41.6	40.8	36.2	2.7	44.2	87.5	26.0	72.5	68.1
	(2.4)	(5.0)	(3.9)	(4.0)	(2.8)	(4.5)	(1.5)	(3.7)	(2.8)	(2.7)	(4.7)	(5.1)
Ungraded programs	2.4	3.6	3.7	0.0	2.4	2.2	2.8	1.8	2.6	2.5	2.2	2.1
	(0.7)	(1.9)	(1.5)	(0.0)	(0.9)	(1.4)	(1.5)	(1.0)	(1.3)	(1.0)	(1.6)	(1.5)
Number of respondents	881	198	320	306	652	227	222	325	334	475	184	210
Percentage in:												
Special schools for youth with disabilities	2.0	4.2	1.4	0.3	2.4	0.9	2.2	2.0	1.7	2.8	0.7	0.1
	(0.7)	(2.0)	(0.9)	(0.4)	(0.9)	(0.9)	(1.3)	(1.1)	(1.1)	(1.0)	(0.9)	(0.3)
Regular schools but in no regular education classes	7.2	12.3	6.8	3.0	6.7	8.5	10.4	4.0	8.2	6.7	9.0	6.6
	(1.2)	(3.3)	(2.0)	(1.4)	(1.4)	(2.6)	(2.7)	(1.5)	(2.3)	(1.5)	(3.0)	(2.7)
Regular education classes for nonacademics* only	26.7	41.9	22.2	22.2	26.9	26.2	23.6	27.9	29.2	25.1	31.2	27.2
	(2.1)	(5.0)	(3.3)	(3.4)	(2.5)	(4.1)	(3.8)	(3.3)	(3.8)	(2.7)	(4.9)	(4.8)
Regular education classes for some academics*	54.7	31.3	60.6	64.1	55.0	54.0	55.4	55.2	52.9	55.5	47.6	60.6
	(2.4)	(4.7)	(3.9)	(3.9)	(2.8)	(4.6)	(4.4)	(3.7)	(4.1)	(3.1)	(5.3)	(5.3)
All regular education classes	9.4	10.2	9.0	10.5	8.9	10.4	8.4	10.9	8.0	9.9	11.5	5.5
	(1.4)	(3.1)	(2.3)	(2.5)	(1.6)	(2.8)	(2.5)	(2.3)	(2.2)	(1.8)	(3.4)	(2.5)
Number of respondents	897	208	320	309	664	231	226	331	340	483	186	215
Average percentage of class time in regular education classes:												
As a whole	62.8	47.3	65.4	71.7	62.5	63.8	58.5	67.0	61.9	63.0	60.9	66.3
	(1.6)	(3.7)	(2.6)	(2.0)	(1.8)	(3.2)	(3.2)	(2.2)	(2.7)	(2.0)	(3.5)	(3.2)
In grades 7 or 8	58.5	51.1	56.9	72.0	52.0	72.4	59.1	---	---	58.8	---	---
	(5.2)	(11.3)	(11.4)	(4.1)	(6.2)	(8.3)	(5.2)			(5.2)		
In grades 9 or 10	63.4	44.2	68.3	71.8	63.5	63.3	60.8	67.1	52.2	64.4	51.4	68.6
	(2.7)	(5.5)	(4.2)	(3.6)	(3.0)	(5.5)	(4.0)	(3.3)	(9.2)	(2.8)	(8.7)	(6.8)
In grades 11 or 12	66.6	52.3	68.9	71.5	67.9	62.8	---	69.8	64.8	67.4	64.9	66.9
	(2.1)	(5.9)	(3.1)	(2.7)	(2.3)	(4.5)		(2.9)	(2.8)	(3.4)	(3.8)	(3.6)
In ungraded programs	15.9	---	---	---	9.8	---	---	---	---	---	---	---
	(6.5)				(6.6)							
Number of respondents	833	190	303	285	623	209	204	311	318	450	177	196

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Educational Placements	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in:									
Grades 7 or 8	16.0 (4.7)	11.9 (3.3)	7.3 (2.2)	20.0 (5.2)	9.3 (1.9)	7.9 (5.8)	16.7 (3.5)	7.9 (2.4)	8.8 (3.3)
Grades 9 or 10	38.2 (6.2)	48.7 (5.1)	45.2 (4.1)	38.1 (6.3)	47.5 (3.2)	56.8 (10.6)	40.7 (4.7)	47.1 (4.5)	50.3 (5.8)
Grades 11 or 12	40.4 (6.3)	37.5 (4.9)	46.3 (4.1)	35.8 (6.2)	41.5 (3.1)	32.0 (10.0)	41.8 (4.7)	42.2 (4.4)	35.8 (5.5)
Ungraded programs	5.4 (2.9)	1.9 (1.4)	1.2 (0.9)	6.1 (3.1)	1.6 (0.8)	3.2 (3.8)	0.8 (0.9)	2.8 (1.5)	5.0 (2.5)
Number of respondents	118	190	294	123	516	40	223	259	163
Percentage in:									
Special schools for youth with disabilities	4.0 (2.5)	0.1 (0.2)	4.5 (1.7)	2.5 (2.0)	2.3 (0.9)	5.3 (4.7)	1.9 (1.3)	1.9 (1.2)	5.2 (2.5)
Regular schools but in no regular education classes	11.6 (4.1)	8.8 (2.8)	3.8 (1.6)	12.4 (4.2)	5.2 (1.4)	11.7 (6.7)	6.2 (2.3)	7.6 (2.4)	10.8 (3.5)
Regular education classes for nonacademics* only	42.9 (6.3)	27.0 (4.4)	14.0 (2.9)	40.6 (6.2)	22.1 (2.6)	43.7 (10.3)	33.5 (4.4)	27.9 (4.0)	14.1 (4.0)
Regular education classes for some academics*	38.2 (6.2)	50.8 (5.0)	63.1 (4.0)	37.3 (6.1)	58.7 (3.1)	32.5 (9.7)	51.2 (4.7)	52.9 (4.4)	53.6 (5.7)
All regular education classes	3.2 (2.2)	13.4 (3.4)	14.6 (2.9)	7.2 (3.3)	11.7 (2.0)	6.8 (5.2)	7.1 (2.4)	9.8 (2.6)	16.3 (4.2)
Number of respondents	120	197	297	128	520	43	227	265	166
Average percentage of class time in regular education classes:									
As a whole	44.8 (4.1)	63.5 (3.2)	72.6 (2.6)	49.8 (4.4)	68.0 (1.9)	40.5 (8.1)	57.9 (3.1)	62.5 (3.0)	65.8 (4.0)
In grades 7 or 8	---	62.4 (10.1)	71.5 (10.9)	51.0 (10.2)	66.3 (7.7)	---	52.1 (9.4)	---	---
In grades 9 or 10	45.9 (7.9)	62.4 (5.0)	76.0 (4.2)	46.6 (7.1)	69.6 (3.2)	45.9 (10.1)	58.9 (5.1)	63.5 (4.9)	66.1 (6.9)
In grades 11 or 12	46.4 (5.6)	68.8 (4.3)	70.8 (3.3)	57.7 (6.8)	68.6 (2.4)	---	60.5 (4.2)	65.5 (3.7)	68.8 (5.3)
In ungraded programs	---	---	---	---	---	---	---	---	---
Number of respondents	111	181	278	120	488	36	214	245	153

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Course Taking	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average percentage of class time spent in academic* subjects:												
As a whole	54.5	59.3	52.5	54.1	54.5	54.6	59.6	53.9	48.2	56.7	48.4	51.9
	(0.9)	(1.7)	(1.6)	(1.5)	(1.1)	(1.9)	(1.7)	(1.3)	(1.8)	(1.1)	(2.4)	(2.3)
In regular education classes	29.0	19.6	31.9	32.3	28.5	30.0	30.9	30.2	23.9	30.6	24.6	27.0
	(1.3)	(2.8)	(2.2)	(2.0)	(1.5)	(2.7)	(2.5)	(2.0)	(2.0)	(1.7)	(2.6)	(2.8)
In special education classes	25.6	39.7	20.6	21.8	25.9	24.6	28.7	23.7	24.2	26.1	23.9	24.8
	(1.3)	(3.0)	(2.0)	(1.7)	(1.5)	(2.5)	(2.5)	(1.8)	(2.1)	(1.6)	(2.7)	(2.6)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200
Average percentage of class time spent in nonacademic* subjects:												
As a whole	14.2	10.0	16.0	13.7	13.3	16.5	17.0	12.4	13.1	13.6	16.0	12.6
	(0.8)	(1.2)	(1.5)	(1.3)	(1.0)	(1.7)	(1.8)	(1.1)	(1.5)	(1.0)	(2.3)	(1.5)
In regular education classes	7.7	6.2	7.7	9.4	6.6	10.6	8.4	7.6	7.0	7.8	7.9	7.6
	(0.5)	(1.1)	(0.8)	(0.9)	(0.6)	(1.1)	(0.9)	(0.8)	(0.9)	(0.6)	(1.1)	(1.2)
In special education classes	6.4	3.8	8.3	4.3	6.7	5.9	8.6	4.8	6.1	5.9	8.1	5.0
	(0.8)	(0.8)	(1.5)	(0.9)	(0.9)	(1.4)	(1.7)	(0.9)	(1.3)	(0.8)	(2.3)	(1.0)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200
Percentage taking English/language arts classes:												
As a whole	94.7	97.3	94.0	95.9	94.7	94.6	95.4	97.3	89.1	97.1	88.8	92.7
	(1.1)	(1.7)	(1.9)	(1.7)	(1.3)	(2.2)	(2.0)	(1.3)	(2.6)	(1.1)	(3.4)	(2.9)
In regular education classes	45.2	28.5	55.6	46.1	43.5	50.0	46.5	47.5	39.4	48.3	40.7	38.5
	(2.5)	(4.8)	(4.1)	(4.2)	(2.9)	(4.9)	(4.7)	(3.8)	(4.1)	(3.2)	(5.3)	(5.4)
In special education classes	56.1	72.2	45.4	59.6	57.5	52.3	57.5	54.3	57.2	55.9	54.4	59.7
	(2.5)	(4.7)	(4.1)	(4.1)	(2.9)	(4.9)	(4.6)	(3.8)	(4.2)	(3.2)	(5.4)	(5.5)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200
Percentage taking mathematics classes:												
As a whole	75.5	79.8	74.9	72.6	74.3	78.6	92.1	75.4	51.0	84.0	54.7	59.2
	(2.1)	(4.3)	(3.6)	(3.8)	(2.5)	(4.0)	(2.5)	(3.3)	(4.2)	(2.3)	(5.4)	(5.5)
In regular education classes	39.5	23.8	43.7	44.0	38.9	41.2	45.1	43.2	24.6	43.8	26.4	34.2
	(2.4)	(4.5)	(4.1)	(4.2)	(2.8)	(4.8)	(4.7)	(3.8)	(3.7)	(3.2)	(4.8)	(5.3)
In special education classes	37.2	56.4	32.6	30.4	37.1	37.5	48.4	33.3	27.6	41.5	29.4	26.2
	(2.4)	(5.3)	(3.8)	(3.9)	(2.8)	(4.7)	(4.7)	(3.6)	(3.8)	(3.1)	(4.9)	(4.9)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Course Taking	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average percentage of class time spent in academic* subjects:									
As a whole	52.8	54.2	55.2	58.6	53.0	57.9	55.4	53.3	55.2
	(2.5)	(1.8)	(1.5)	(2.3)	(1.2)	(4.6)	(1.9)	(1.5)	(2.2)
In regular education classes	15.8	28.3	36.4	20.2	31.1	20.0	24.7	27.6	33.3
	(2.9)	(2.6)	(2.1)	(3.4)	(1.6)	(6.0)	(2.5)	(2.3)	(3.1)
In special education classes	37.0	25.9	18.8	38.4	21.9	37.9	30.7	25.6	21.9
	(3.4)	(2.6)	(2.0)	(3.4)	(1.5)	(7.0)	(2.5)	(2.4)	(2.9)
Number of respondents	112	183	278	121	489	39	216	247	153
Average percentage of class time spent in nonacademic* subjects:									
As a whole	13.1	14.9	13.7	9.0	14.2	18.3	13.1	12.8	16.4
	(2.4)	(1.7)	(1.2)	(1.5)	(1.0)	(5.6)	(1.7)	(1.2)	(2.1)
In regular education classes	5.8	8.6	9.0	5.3	8.6	5.8	7.3	6.9	10.1
	(1.2)	(1.1)	(0.9)	(1.2)	(0.7)	(1.9)	(1.0)	(0.9)	(1.3)
In special education classes	7.3	6.3	4.7	3.7	5.6	12.6	5.8	5.9	6.3
	(2.1)	(1.4)	(0.9)	(1.0)	(0.8)	(5.3)	(1.4)	(0.9)	(1.8)
Number of respondents	112	183	278	121	489	39	216	247	153
Percentage taking English/language arts classes:									
As a whole	95.7	93.7	96.2	99.3	94.7	94.6	96.3	94.0	96.0
	(2.7)	(2.5)	(1.6)	(1.1)	(1.5)	(4.9)	(1.8)	(2.2)	(2.3)
In regular education classes	26.3	44.6	59.3	29.0	51.3	36.5	39.5	43.5	55.7
	(5.8)	(5.1)	(4.2)	(5.9)	(3.3)	(10.5)	(4.7)	(4.6)	(5.9)
In special education classes	75.2	55.0	45.9	75.7	50.8	62.2	66.4	55.2	45.4
	(5.7)	(5.1)	(4.2)	(5.6)	(3.3)	(10.5)	(4.6)	(4.6)	(5.9)
Number of respondents	112	183	278	121	489	39	216	247	153
Percentage taking mathematics classes:									
As a whole	76.2	79.2	75.8	81.5	75.2	80.8	74.8	79.6	78.8
	(5.6)	(4.2)	(3.7)	(5.1)	(2.8)	(8.6)	(4.2)	(3.7)	(4.9)
In regular education classes	22.5	38.3	53.2	25.2	43.9	27.2	31.9	41.4	48.0
	(5.5)	(5.0)	(4.3)	(5.7)	(3.3)	(9.7)	(4.5)	(4.5)	(5.9)
In special education classes	55.3	41.1	25.8	56.6	33.4	53.6	43.8	39.3	34.5
	(6.5)	(5.1)	(3.7)	(6.5)	(3.1)	(10.8)	(4.8)	(4.5)	(5.6)
Number of respondents	112	183	278	121	489	39	216	247	153

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status		
Course Taking	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking science classes:												
As a whole	58.3	60.0	58.4	57.4	58.5	57.5	79.3	55.3	32.3	66.6	38.2	41.9
	(2.5)	(5.2)	(4.0)	(4.2)	(2.9)	(4.8)	(3.8)	(3.8)	(4.0)	(3.0)	(5.3)	(5.5)
In regular education classes	38.2	25.4	39.1	45.5	37.3	40.4	51.4	36.3	22.0	43.2	22.5	32.9
	(2.4)	(4.6)	(4.0)	(4.2)	(2.8)	(4.8)	(4.7)	(3.7)	(3.5)	(3.2)	(4.5)	(5.2)
In special education classes	21.0	35.7	19.3	13.5	22.4	17.2	29.0	20.0	10.8	24.5	16.2	10.1
	(2.0)	(5.1)	(3.2)	(2.9)	(2.4)	(3.7)	(4.3)	(3.1)	(2.6)	(2.7)	(4.0)	(3.4)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200
Percentage taking other academic* classes:												
As a whole	75.9	82.1	74.2	77.6	74.8	78.8	75.7	75.7	76.6	76.3	75.8	76.3
	(2.1)	(4.1)	(3.6)	(3.5)	(2.5)	(4.0)	(4.0)	(3.3)	(3.6)	(2.7)	(4.6)	(4.7)
In regular education classes	46.9	31.1	50.0	56.8	46.6	47.7	46.1	47.7	46.7	46.8	50.7	44.5
	(2.5)	(4.9)	(4.1)	(4.2)	(2.9)	(4.9)	(4.7)	(3.8)	(4.2)	(3.2)	(5.4)	(5.5)
In special education classes	30.8	52.5	26.0	23.1	30.3	32.2	30.6	29.4	33.4	30.7	29.0	34.0
	(2.3)	(5.3)	(3.6)	(3.6)	(2.7)	(4.6)	(4.3)	(3.5)	(4.0)	(2.9)	(4.9)	(5.3)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200
Percentage taking nonacademic* classes:												
As a whole	87.4	85.9	88.7	85.8	86.5	89.6	95.2	87.5	75.5	90.0	83.5	78.4
	(1.7)	(3.7)	(2.6)	(2.9)	(2.0)	(3.0)	(2.0)	(2.5)	(3.6)	(1.9)	(4.0)	(4.6)
In regular education classes	74.8	71.3	75.5	78.5	73.4	78.5	80.8	76.6	62.6	77.5	69.3	71.3
	(2.2)	(4.8)	(3.5)	(3.5)	(2.6)	(4.0)	(3.7)	(3.3)	(4.1)	(2.7)	(5.0)	(5.0)
In special education classes	31.4	31.1	35.7	23.8	31.1	32.4	37.6	28.2	28.0	32.6	25.8	29.8
	(2.3)	(4.9)	(3.9)	(3.6)	(2.7)	(4.6)	(4.5)	(3.5)	(3.8)	(3.0)	(4.7)	(5.1)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200
Percentage taking nonsubject-specific special education classes**	7.6	7.3	9.7	6.6	7.7	7.4	7.1	7.2	9.1	7.9	5.1	9.9
	(1.3)	(2.8)	(2.4)	(2.1)	(1.5)	(2.6)	(2.4)	(2.0)	(2.4)	(1.7)	(2.4)	(3.3)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking science classes:									
As a whole	55.8	58.1	60.2	67.8	57.0	39.3	52.3	63.4	59.2
	(6.5)	(5.1)	(4.2)	(6.1)	(3.2)	(10.6)	(4.8)	(4.4)	(5.8)
In regular education classes	24.6	39.0	44.7	30.9	40.1	18.9	32.3	37.9	43.6
	(5.7)	(5.0)	(4.2)	(6.0)	(3.2)	(8.5)	(4.5)	(4.5)	(5.9)
In special education classes	32.4	20.6	16.3	37.7	17.8	22.3	21.6	26.0	16.6
	(6.1)	(4.2)	(3.2)	(6.3)	(2.5)	(9.0)	(4.0)	(4.0)	(4.4)
Number of respondents	112	183	278	121	489	39	216	247	153
Percentage taking other academic* classes:									
As a whole	74.4	75.1	77.5	78.7	75.2	72.7	71.7	75.4	81.7
	(5.7)	(4.5)	(3.6)	(5.3)	(2.8)	(9.7)	(4.4)	(4.0)	(4.6)
In regular education classes	26.6	44.5	57.0	31.7	50.5	28.8	37.8	45.0	53.1
	(5.8)	(5.1)	(4.2)	(6.1)	(3.3)	(9.8)	(4.7)	(4.6)	(5.9)
In special education classes	49.7	31.9	22.6	48.2	26.7	43.9	35.8	32.8	29.0
	(6.6)	(4.8)	(3.6)	(6.5)	(2.9)	(10.8)	(4.6)	(4.3)	(5.4)
Number of respondents	112	183	278	121	489	39	216	247	153
Percentage taking nonacademic* classes:									
As a whole	82.9	88.8	89.9	84.3	87.2	89.6	83.5	86.4	94.1
	(4.9)	(3.3)	(2.6)	(4.7)	(2.2)	(6.6)	(3.6)	(3.2)	(2.8)
In regular education classes	62.6	79.6	78.9	72.3	75.6	68.5	73.5	73.8	76.4
	(6.4)	(4.2)	(3.5)	(5.8)	(2.8)	(10.1)	(4.3)	(4.1)	(5.0)
In special education classes	38.6	30.8	28.7	25.7	31.1	46.5	27.8	35.1	34.8
	(6.4)	(4.8)	(3.9)	(5.7)	(3.0)	(10.8)	(4.3)	(4.4)	(5.7)
Number of respondents	112	183	278	121	489	39	216	247	153
Percentage taking nonsubject-specific special education classes**	7.6	11.1	8.6	5.5	9.4	5.4	7.4	12.2	5.9
	(3.5)	(3.2)	(2.4)	(3.0)	(1.9)	(4.9)	(2.5)	(3.0)	(2.8)
Number of respondents	112	183	278	121	489	39	216	247	153

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* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage enrolled in:												
Any vocational education	60.7	57.9	69.2	59.9	61.2	59.7	50.5	66.3	66.8	59.9	65.5	60.8
	(2.1)	(4.5)	(3.5)	(3.6)	(2.5)	(4.3)	(4.0)	(3.2)	(3.5)	(2.7)	(4.5)	(4.8)
Occupationally-oriented vocational education	51.9	46.5	60.0	52.1	54.3	45.3	38.8	59.8	57.8	51.7	55.1	50.1
	(2.2)	(4.5)	(3.7)	(3.7)	(2.5)	(4.4)	(3.9)	(3.3)	(3.7)	(2.8)	(4.7)	(5.0)
Home economics-oriented vocational education	23.0	19.7	23.4	25.8	18.0	36.1	21.5	18.4	33.3	20.6	28.3	29.3
	(2.1)	(4.2)	(3.5)	(3.7)	(2.2)	(4.8)	(3.8)	(3.0)	(4.1)	(2.6)	(4.9)	(5.2)
Other vocational education*	10.5	11.0	13.5	8.1	10.8	9.5	9.2	10.3	12.8	9.2	14.4	11.3
	(1.3)	(2.8)	(2.6)	(2.0)	(1.6)	(2.6)	(2.3)	(2.1)	(2.5)	(1.6)	(3.3)	(3.1)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200
Average hours per week in:												
Any vocational education	4.8	4.0	5.4	5.1	4.9	4.5	2.8	5.5	6.5	4.5	5.5	5.3
	(0.2)	(0.5)	(0.4)	(0.4)	(0.3)	(0.5)	(0.3)	(0.4)	(0.5)	(0.3)	(0.6)	(0.6)
Occupationally-oriented vocational education	3.6	2.9	4.1	3.9	3.8	2.9	2.0	4.3	4.7	3.4	4.0	3.7
	(0.2)	(0.4)	(0.4)	(0.4)	(0.3)	(0.4)	(0.3)	(0.4)	(0.5)	(0.3)	(0.6)	(0.5)
Home economics-oriented vocational education	0.9	0.7	0.8	1.1	0.7	1.6	0.7	0.8	1.3	0.8	1.0	1.2
	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.3)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.3)
Other vocational education*	0.5	0.6	0.7	0.4	0.6	0.4	0.3	0.6	0.8	0.5	0.8	0.7
	(0.1)	(0.2)	(0.2)	(0.2)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.3)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage enrolled in:									
Any vocational education	55.4	59.4	66.3	57.2	62.0	49.6	58.6	62.2	56.9
	(5.4)	(4.3)	(3.6)	(5.4)	(2.8)	(8.8)	(4.1)	(3.8)	(4.9)
Occupationally-oriented vocational education	45.9	53.5	54.9	45.7	54.5	42.0	48.5	55.5	47.3
	(5.4)	(4.4)	(3.8)	(5.5)	(2.8)	(8.8)	(4.2)	(3.9)	(5.0)
Home economics-oriented vocational education	22.9	18.0	27.6	21.8	23.2	16.1	20.5	21.9	27.4
	(5.6)	(4.0)	(3.8)	(5.5)	(2.8)	(8.2)	(4.0)	(3.8)	(5.3)
Other vocational education*	10.5	9.0	11.3	9.6	10.3	6.1	9.3	8.0	14.6
	(3.3)	(2.5)	(2.4)	(3.2)	(1.7)	(4.3)	(2.4)	(2.1)	(3.5)
Number of respondents	112	183	278	121	489	39	216	247	153
Average hours per week in:									
Any vocational education	4.9	4.2	5.1	4.3	5.1	2.8	4.5	4.9	4.2
	(0.7)	(0.5)	(0.4)	(0.6)	(0.3)	(0.8)	(0.5)	(0.4)	(0.5)
Occupationally-oriented vocational education	3.6	3.3	3.6	3.0	3.8	2.1	3.4	3.8	2.8
	(0.6)	(0.4)	(0.4)	(0.6)	(0.3)	(0.6)	(0.4)	(0.4)	(0.4)
Home economics-oriented vocational education	0.9	0.7	1.2	0.8	1.0	0.6	0.8	0.9	1.2
	(0.3)	(0.2)	(0.2)	(0.2)	(0.1)	(0.4)	(0.2)	(0.2)	(0.3)
Other vocational education*	0.7	0.4	0.5	0.7	0.5	0.2	0.5	0.5	0.6
	(0.3)	(0.1)	(0.2)	(0.3)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)
Number of respondents	112	183	278	121	489	39	216	247	153

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* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in any vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	74.1 (3.6)	75.5 (7.1)	72.4 (6.0)	75.0 (6.1)	76.0 (4.1)	70.0 (7.1)	72.2 (5.2)	77.3 (4.6)	61.5 (14.7)	76.3 (3.7)	66.1 (12.4)	67.3 (13.7)
11 or 12	86.6 (2.3)	85.1 (5.6)	90.1 (3.3)	83.9 (4.0)	87.7 (2.6)	83.7 (5.2)	67.7 (25.4)	87.5 (3.6)	86.7 (3.1)	84.1 (4.1)	88.1 (3.9)	89.2 (3.9)
Ungraded programs	73.5 (12.8)	---	---	---	75.2 (15.2)	---	---	---	---	---	---	---
Number of respondents	879	198	319	305	651	226	222	325	332	475	184	208
Average hours per week in any vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	4.7 (0.4)	3.9 (0.7)	4.4 (0.5)	5.5 (0.7)	5.0 (0.5)	4.1 (0.6)	4.2 (0.5)	5.5 (0.5)	3.3 (1.3)	5.0 (0.4)	3.3 (1.0)	4.0 (1.3)
11 or 12	8.5 (0.4)	8.1 (0.9)	8.4 (0.7)	8.9 (0.7)	8.6 (0.5)	8.4 (0.8)	---	8.5 (0.6)	8.7 (0.6)	8.6 (0.7)	8.4 (0.8)	8.6 (0.7)
Ungraded programs	9.1 (2.3)	---	---	---	8.2 (2.4)	---	---	---	---	---	---	---
Number of respondents	876	198	318	304	648	226	221	324	331	474	183	207
Percentage in occupationally-oriented vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	64.0 (3.9)	61.5 (8.1)	62.8 (6.5)	65.4 (6.7)	67.6 (4.5)	55.5 (7.7)	58.5 (5.7)	71.6 (4.9)	43.0 (15.0)	66.4 (4.1)	48.5 (13.1)	57.9 (14.4)
11 or 12	76.2 (2.9)	71.7 (7.1)	78.1 (4.6)	78.2 (4.5)	78.6 (3.2)	69.6 (6.5)	---	79.3 (4.4)	76.6 (3.8)	75.4 (4.8)	78.3 (5.0)	75.0 (5.5)
Ungraded programs	57.6 (14.4)	---	---	---	61.5 (17.2)	---	---	---	---	---	---	---
Number of respondents	873	197	316	303	648	223	221	324	328	473	183	205

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in any vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	77.3	76.2	76.6	73.6	79.1	73.6	77.1	80.5	70.6
	(9.7)	(6.9)	(6.0)	(9.9)	(4.3)	(13.8)	(7.0)	(5.9)	(8.3)
11 or 12	85.9	83.5	88.4	94.2	83.9	67.6	83.7	87.2	85.0
	(6.4)	(5.4)	(3.5)	(4.7)	(3.2)	(15.9)	(4.9)	(4.0)	(5.9)
Ungraded programs	---	---	---	---	---	---	---	---	---
Number of respondents	118	189	293	123	514	40	223	258	162
Average hours per week in any vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	5.5	4.8	4.6	3.8	5.6	3.3	4.7	5.2	4.8
	(1.0)	(0.8)	(0.5)	(0.8)	(0.5)	(0.9)	(0.7)	(0.7)	(0.7)
11 or 12	9.4	7.2	8.2	9.5	8.1	5.6	8.8	8.3	6.8
	(1.3)	(0.8)	(0.7)	(1.3)	(0.5)	(2.3)	(1.0)	(0.7)	(0.9)
Ungraded programs	---	---	---	---	---	---	---	---	---
Number of respondents	118	189	291	123	512	40	223	257	161
Percentage in occupationally-oriented vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	66.0	68.3	62.8	60.4	70.9	59.0	64.8	71.9	59.7
	(11.0)	(7.6)	(6.8)	(11.0)	(4.8)	(15.4)	(8.0)	(6.7)	(8.9)
11 or 12	72.1	79.0	75.9	77.9	74.5	66.4	71.9	78.4	74.2
	(8.3)	(6.0)	(4.7)	(8.3)	(3.8)	(16.0)	(6.0)	(5.0)	(7.3)
Ungraded programs	---	---	---	---	---	---	---	---	---
Number of respondents	117	187	290	123	508	40	221	255	161

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours per week in occupationally-oriented vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	3.5	3.0	3.1	4.0	3.9	2.5	2.7	4.5	1.8	3.8	2.0	3.1
	(0.4)	(0.7)	(0.5)	(0.7)	(0.5)	(0.5)	(0.5)	(0.5)	(0.9)	(0.4)	(0.7)	(1.2)
11 or 12	5.7	5.0	5.3	6.5	5.9	5.1	---	5.8	5.9	6.1	5.3	5.6
	(0.4)	(0.9)	(0.7)	(0.6)	(0.5)	(0.8)		(0.6)	(0.6)	(0.7)	(0.8)	(0.7)
Ungraded programs	5.4	---	---	---	5.3	---	---	---	---	---	---	---
	(1.7)				(2.1)							
Number of respondents	858	193	310	300	636	220	217	317	324	463	179	204
Percentage in vocational education courses in:												
Regular education classes	60.9	43.2	66.0	68.7	63.9	53.1	45.1	70.2	67.6	58.4	64.7	69.5
	(2.4)	(5.2)	(3.9)	(3.9)	(2.8)	(4.9)	(4.7)	(3.5)	(4.0)	(3.1)	(5.2)	(5.1)
Special education classes	16.5	29.8	20.1	5.6	16.5	16.6	13.0	15.9	22.7	16.1	21.9	13.7
	(1.9)	(4.8)	(3.3)	(1.9)	(2.2)	(3.6)	(3.2)	(2.8)	(3.5)	(2.3)	(4.5)	(3.8)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200
Average hours per week in vocational education courses in:*												
Regular education classes	8.0	5.7	8.2	9.3	8.2	7.6	5.6	8.8	9.6	7.6	8.4	9.6
	(0.4)	(0.7)	(0.7)	(0.5)	(0.4)	(0.7)	(0.6)	(0.5)	(0.7)	(0.4)	(0.9)	(0.9)
Special education classes	1.9	3.7	2.0	0.7	1.9	2.1	1.6	1.9	2.3	2.0	2.4	1.2
	(0.3)	(0.8)	(0.4)	(0.3)	(0.3)	(0.5)	(0.4)	(0.4)	(0.4)	(0.4)	(0.5)	(0.4)
Number of respondents	671	146	250	233	506	165	137	257	277	347	151	168

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* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours per week in occupationally-oriented vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	3.8	3.9	3.2	3.1	4.1	3.1	3.6	4.2	2.7
	(1.1)	(0.8)	(0.5)	(0.8)	(0.5)	(1.0)	(0.7)	(0.7)	(0.6)
11 or 12	6.6	4.6	5.5	6.0	5.5	3.1	6.1	5.5	4.2
	(1.3)	(0.7)	(0.7)	(1.4)	(0.5)	(1.6)	(0.9)	(0.7)	(0.9)
Ungraded programs	---	---	---	---	---	---	---	---	---
Number of respondents	114	182	287	119	503	38	216	252	158
Percentage in vocational education courses in:									
Regular education classes	48.6	64.1	70.1	45.3	69.7	36.0	56.6	68.0	57.3
	(6.6)	(4.9)	(3.9)	(6.5)	(3.0)	(10.4)	(4.8)	(4.3)	(5.9)
Special education classes	27.1	16.4	12.7	25.9	13.3	26.3	17.8	19.8	15.0
	(5.8)	(3.8)	(2.8)	(5.7)	(2.2)	(9.6)	(3.7)	(3.7)	(4.2)
Number of respondents	112	183	278	121	489	39	216	247	153
Average hours per week in vocational education courses in:*									
Regular education classes	6.9	7.8	8.1	6.4	8.6	4.3	7.9	7.8	7.3
	(1.0)	(0.7)	(0.5)	(1.0)	(0.5)	(1.2)	(0.8)	(0.6)	(0.7)
Special education classes	4.1	1.4	1.3	3.4	1.5	3.8	2.4	1.9	1.8
	(1.1)	(0.4)	(0.4)	(0.9)	(0.3)	(1.6)	(0.6)	(0.5)	(0.6)
Number of respondents	87	148	238	93	406	27	167	220	117

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* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

		Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of vocational education students studying:												
Prevocational skills	12.8	14.5	13.1	10.6	13.5	10.4	18.1	11.8	9.0	13.2	13.0	9.0
	(1.9)	(4.5)	(3.1)	(3.0)	(2.3)	(3.7)	(4.8)	(2.8)	(2.7)	(2.6)	(4.1)	(3.6)
Agriculture	12.7	3.8	9.1	23.0	13.4	10.1	12.8	13.9	10.4	12.7	14.5	11.0
	(1.9)	(2.5)	(2.7)	(4.1)	(2.2)	(3.6)	(4.2)	(3.0)	(2.9)	(2.5)	(4.3)	(3.9)
Distributive education	5.9	6.6	6.2	5.7	6.0	5.2	2.1	6.3	9.0	5.0	5.9	9.7
	(1.4)	(3.2)	(2.2)	(2.2)	(1.6)	(2.7)	(1.8)	(2.1)	(2.7)	(1.6)	(2.8)	(3.7)
Health occupations	2.5	3.1	3.2	1.2	1.1	6.9	2.5	3.0	1.6	3.4	0.0	1.9
	(0.9)	(2.2)	(1.6)	(1.1)	(0.7)	(3.1)	(2.0)	(1.5)	(1.2)	(1.4)	(0.0)	(1.7)
Office occupations	29.5	39.2	26.7	25.8	22.3	52.3	32.0	28.9	27.8	32.0	27.7	20.0
	(2.6)	(6.2)	(4.1)	(4.2)	(2.7)	(6.0)	(5.8)	(3.9)	(4.2)	(3.5)	(5.4)	(5.0)
Machine/auto/motor repair	17.4	15.1	15.2	20.4	21.6	4.2	11.9	21.2	16.5	16.8	15.4	23.3
	(2.2)	(4.6)	(3.3)	(3.9)	(2.7)	(2.4)	(4.0)	(3.5)	(3.5)	(2.8)	(4.4)	(5.3)
Construction trades	28.9	18.2	28.6	35.4	36.5	4.3	26.0	31.1	27.8	27.9	26.1	34.5
	(2.6)	(4.9)	(4.2)	(4.6)	(3.2)	(2.5)	(5.5)	(4.0)	(4.2)	(3.4)	(5.3)	(6.0)
Electronics/communications	2.9	2.8	2.4	3.4	3.8	0.0	0.0	4.2	3.5	3.1	2.9	2.2
	(1.0)	(2.1)	(1.4)	(1.8)	(1.3)	(0.0)	(0.0)	(1.7)	(1.7)	(1.3)	(2.0)	(1.8)
Manufacturing/industrial arts	6.0	4.7	7.0	6.6	7.8	0.3	10.8	3.7	5.1	7.2	4.9	1.7
	(1.4)	(2.7)	(2.4)	(2.4)	(1.8)	(0.7)	(3.9)	(1.6)	(2.1)	(2.0)	(2.6)	(1.6)
Painting/decorating/graphic art/ commercial art/drafting	8.9	10.5	9.2	8.1	10.4	4.2	8.8	9.2	8.8	9.0	7.2	11.3
	(1.7)	(3.9)	(2.7)	(2.6)	(2.0)	(2.4)	(3.5)	(2.5)	(2.7)	(2.2)	(3.1)	(4.0)
Food service	6.9	7.6	4.8	9.7	5.4	11.6	4.4	6.5	10.0	6.7	7.7	6.8
	(1.5)	(3.4)	(2.0)	(2.9)	(1.5)	(3.9)	(2.6)	(2.1)	(2.8)	(1.9)	(3.2)	(3.2)
Personal services	1.8	1.8	1.5	1.9	1.3	3.1	1.5	0.8	3.6	1.1	3.5	2.7
	(0.8)	(1.7)	(1.1)	(1.3)	(0.8)	(2.1)	(1.5)	(0.8)	(1.7)	(0.8)	(2.2)	(2.0)
Custodial services	2.4	2.3	1.2	3.6	2.9	0.8	3.4	0.6	4.5	2.1	2.1	3.9
	(0.9)	(1.9)	(1.0)	(1.8)	(1.1)	(1.1)	(2.3)	(0.6)	(1.9)	(1.1)	(1.7)	(2.4)
On-the-job/work experience	7.4	9.5	9.0	4.7	7.5	7.2	2.8	7.3	12.4	4.4	15.1	12.0
	(1.5)	(3.8)	(2.7)	(2.1)	(1.7)	(3.1)	(2.1)	(2.2)	(3.1)	(1.5)	(4.3)	(4.1)
Other	2.4	3.5	2.6	0.9	1.6	4.9	4.4	1.3	2.2	2.9	1.4	1.4
	(0.9)	(2.3)	(1.5)	(0.9)	(0.8)	(2.6)	(2.6)	(1.0)	(1.4)	(1.3)	(1.4)	(1.5)
Number of respondents	630	135	237	218	491	139	119	248	263	323	142	160

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH LEARNING DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of vocational education students studying:									
Prevocational skills	15.0	13.5	11.5	12.6	12.3	2.8	11.7	8.1	21.5
	(5.5)	(4.0)	(3.1)	(5.3)	(2.4)	(4.4)	(3.7)	(2.8)	(5.8)
Agriculture	13.0	12.4	16.6	5.2	16.4	7.1	15.7	12.7	13.7
	(5.2)	(3.9)	(3.6)	(3.6)	(2.7)	(6.8)	(4.1)	(3.4)	(4.9)
Distributive education	2.8	7.6	8.1	6.7	5.8	13.1	4.8	7.4	7.0
	(2.5)	(3.1)	(2.6)	(4.0)	(1.7)	(8.9)	(2.4)	(2.6)	(3.6)
Health occupations	5.6	3.2	1.0	3.5	2.1	6.0	5.4	1.5	2.5
	(3.6)	(2.1)	(1.0)	(2.9)	(1.1)	(6.3)	(2.6)	(1.2)	(2.2)
Office occupations	27.6	29.1	30.2	30.1	27.6	45.5	25.7	30.6	34.0
	(6.9)	(5.4)	(4.4)	(7.4)	(3.3)	(13.2)	(5.0)	(4.7)	(6.7)
Machine/auto/motor repair	14.8	15.8	16.9	13.4	16.4	23.6	12.8	19.6	13.0
	(5.5)	(4.3)	(3.6)	(5.5)	(2.7)	(11.2)	(3.8)	(4.0)	(4.8)
Construction trades	33.4	27.3	22.0	22.3	29.9	20.4	24.0	29.9	27.6
	(7.3)	(5.3)	(4.0)	(6.7)	(3.4)	(10.7)	(4.9)	(4.6)	(6.3)
Electronics/communications	3.2	2.2	1.5	4.5	2.5	0.0	4.5	2.2	0.8
	(2.7)	(1.7)	(1.2)	(3.3)	(1.2)	(0.0)	(2.4)	(1.5)	(1.3)
Manufacturing/industrial arts	8.6	7.3	2.5	6.0	6.3	4.6	7.8	6.3	1.9
	(4.3)	(3.1)	(1.5)	(3.8)	(1.8)	(5.6)	(3.1)	(2.5)	(1.9)
Painting/decorating/graphic art/ commercial art/drafting	8.7	9.7	12.2	4.9	10.4	12.9	4.9	13.7	13.1
	(4.4)	(3.5)	(3.1)	(3.5)	(2.3)	(8.9)	(2.5)	(3.5)	(4.8)
Food service	13.5	3.5	7.8	7.2	8.6	0.0	7.1	8.7	5.9
	(5.3)	(2.2)	(2.6)	(4.1)	(2.1)	(0.0)	(2.9)	(2.8)	(3.3)
Personal services	3.6	1.9	0.7	0.2	1.3	8.6	1.9	0.7	3.8
	(2.9)	(1.6)	(0.8)	(0.8)	(0.8)	(7.4)	(1.5)	(0.8)	(2.7)
Custodial services	4.5	1.8	0.4	1.8	2.0	4.6	2.6	0.6	3.2
	(3.2)	(1.6)	(0.6)	(2.1)	(1.0)	(5.6)	(1.8)	(0.8)	(2.5)
On-the-job/work experience	7.3	6.0	7.7	8.5	6.9	11.6	8.5	6.6	8.7
	(4.0)	(2.8)	(2.5)	(4.5)	(1.9)	(8.5)	(3.2)	(2.5)	(4.0)
Other	4.0	2.4	1.8	5.7	2.1	0.0	2.3	1.6	4.3
	(3.0)	(1.8)	(1.3)	(3.7)	(1.1)	(0.0)	(1.7)	(1.3)	(2.9)
Number of respondents	82	138	222	84	382	26	154	207	110

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Services/Programs	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with:*												
Chapter 1/Title 1	49.4	45.3	45.0	56.9	48.7	51.0	51.3	50.5	43.9	50.0	48.3	44.2
	(2.3)	(4.7)	(3.7)	(3.8)	(2.7)	(4.5)	(4.3)	(3.5)	(4.0)	(2.9)	(5.0)	(5.6)
Bilingual education	39.7	62.8	50.8	10.8	39.5	40.4	40.4	40.5	37.2	38.8	40.3	42.9
	(2.3)	(4.5)	(3.8)	(2.4)	(2.6)	(4.4)	(4.2)	(3.5)	(3.9)	(2.8)	(4.9)	(5.6)
State compensatory programs	53.8	53.6	47.7	60.8	53.9	53.5	51.9	55.4	53.9	54.1	50.4	58.5
	(2.3)	(4.7)	(3.8)	(3.7)	(2.7)	(4.5)	(4.3)	(3.5)	(4.1)	(2.9)	(5.0)	(5.5)
None of these	57.8	50.2	63.0	59.1	57.0	59.8	51.1	57.6	69.5	51.9	69.6	75.8
	(2.3)	(4.7)	(3.6)	(3.8)	(2.7)	(4.4)	(4.3)	(3.5)	(3.8)	(2.9)	(4.6)	(4.8)
Number of respondents	955	240	359	344	710	243	246	368	341	544	207	193
Percentage in schools that made available to secondary special education students:												
Life skills programs	88.2	81.6	90.9	89.6	88.4	87.6	87.4	87.7	90.5	87.0	88.8	93.4
	(1.6)	(4.1)	(2.3)	(2.5)	(1.8)	(3.3)	(3.1)	(2.5)	(2.5)	(2.1)	(3.5)	(2.9)
Vocational assessment/ counseling	90.8	89.6	93.0	88.9	90.8	90.7	85.4	92.9	95.3	89.9	91.9	94.3
	(1.4)	(3.2)	(2.0)	(2.6)	(1.6)	(2.9)	(3.2)	(1.9)	(1.8)	(1.9)	(3.0)	(2.7)
Work adjustment training	84.9	91.5	84.2	82.3	84.3	86.3	82.0	86.5	86.3	83.9	88.9	85.3
	(1.8)	(2.9)	(2.9)	(3.1)	(2.1)	(3.4)	(3.6)	(2.6)	(3.0)	(2.3)	(3.4)	(4.1)
Work exploration/experience	64.2	72.6	73.7	47.2	63.4	66.3	56.1	69.5	66.7	63.1	65.4	68.0
	(2.4)	(4.6)	(3.4)	(4.1)	(2.8)	(4.7)	(4.6)	(3.5)	(4.1)	(3.0)	(5.2)	(5.4)
Specific job skills training	70.0	65.3	74.2	68.0	69.8	70.2	62.2	73.4	75.6	68.3	69.2	79.8
	(2.3)	(4.9)	(3.4)	(3.8)	(2.6)	(4.5)	(4.5)	(3.3)	(3.7)	(2.9)	(5.0)	(4.7)
Job development/placement services	65.0	71.5	68.6	55.7	64.5	66.6	56.0	68.9	72.1	61.9	73.8	70.4
	(2.4)	(4.7)	(3.6)	(4.1)	(2.7)	(4.6)	(4.6)	(3.5)	(3.9)	(3.0)	(4.8)	(5.3)
Postemployment services	39.2	51.1	42.8	24.8	38.0	42.4	31.0	43.3	44.3	37.9	43.1	41.2
	(2.4)	(5.3)	(3.9)	(3.5)	(2.8)	(4.9)	(4.3)	(3.8)	(4.3)	(3.0)	(5.4)	(5.7)
None of these	1.1	1.1	0.6	1.7	1.1	1.3	1.3	1.2	0.6	1.1	1.2	1.0
	(0.5)	(1.1)	(0.6)	(1.1)	(0.6)	(1.1)	(1.0)	(0.8)	(0.7)	(0.7)	(1.2)	(1.1)
Number of respondents	829	196	325	295	628	199	208	317	304	470	171	179

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with:*									
Chapter 1/Title 1	49.1	45.7	47.5	47.1	47.5	53.7	47.6	49.6	44.0
	(5.9)	(4.6)	(3.8)	(5.9)	(2.9)	(9.8)	(4.4)	(4.1)	(5.1)
Bilingual education	35.7	43.5	38.8	46.3	34.4	76.4	38.3	39.5	44.2
	(5.6)	(4.6)	(3.7)	(5.9)	(2.8)	(8.3)	(4.3)	(4.0)	(5.1)
State compensatory programs	55.3	52.4	47.1	57.0	50.1	51.4	54.3	55.3	38.9
	(5.9)	(4.6)	(3.8)	(5.9)	(2.9)	(9.8)	(4.4)	(4.1)	(5.0)
None of these	53.9	57.1	55.1	47.9	57.9	59.1	54.6	56.8	55.2
	(5.9)	(4.6)	(3.8)	(5.9)	(2.9)	(9.6)	(4.4)	(4.1)	(5.1)
Number of respondents	141	225	336	145	589	49	257	301	193
Percentage in schools that made available to secondary special education students:									
Life skills programs	86.3	85.9	88.8	80.8	89.0	86.3	83.0	88.1	91.7
	(4.4)	(3.5)	(2.6)	(5.1)	(2.0)	(7.2)	(3.5)	(2.9)	(3.1)
Vocational assessment/ counseling	87.9	90.9	93.0	82.2	93.4	89.7	88.1	92.3	91.9
	(4.1)	(2.8)	(2.1)	(5.0)	(1.6)	(6.3)	(3.0)	(2.4)	(3.0)
Work adjustment training	78.5	83.9	87.8	88.7	82.6	87.9	79.5	84.3	90.8
	(5.3)	(3.6)	(2.7)	(4.1)	(2.4)	(6.8)	(3.8)	(3.2)	(3.2)
Work exploration/experience	61.3	69.8	66.7	67.1	64.0	75.2	57.1	67.7	78.4
	(6.2)	(4.5)	(3.8)	(6.1)	(3.0)	(9.0)	(4.6)	(4.1)	(4.6)
Specific job skills training	63.8	68.6	71.2	72.6	70.5	47.5	61.9	70.9	73.9
	(6.1)	(4.6)	(3.7)	(5.8)	(2.9)	(10.5)	(4.5)	(4.0)	(4.9)
Job development/placement services	62.5	64.1	68.5	69.7	64.0	70.0	60.5	64.7	73.6
	(6.2)	(4.7)	(3.8)	(6.0)	(3.0)	(9.5)	(4.5)	(4.2)	(4.9)
Postemployment services	36.6	37.7	41.8	48.5	36.6	48.6	35.3	43.1	40.7
	(6.1)	(4.9)	(4.0)	(6.6)	(3.0)	(10.5)	(4.4)	(4.4)	(5.5)
None of these	1.3	1.2	0.7	2.8	0.6	0.0	1.5	0.8	0.6
	(1.5)	(1.1)	(0.7)	(2.1)	(0.5)	(0.0)	(1.1)	(0.8)	(0.8)
Number of respondents	119	193	289	120	516	43	232	256	160

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* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that usually provided when needed:*												
Speech/language therapy	97.3	96.9	97.6	97.8	97.1	98.1	98.8	95.6	98.4	97.2	96.4	99.4
	(0.8)	(1.8)	(1.3)	(1.3)	(1.0)	(1.4)	(1.0)	(1.6)	(1.2)	(1.0)	(2.1)	(1.0)
Physical therapy	63.5	50.8	69.7	68.7	62.7	65.7	65.0	60.4	66.9	64.5	59.2	65.5
	(3.1)	(6.4)	(4.5)	(5.3)	(3.6)	(6.2)	(5.4)	(4.8)	(5.4)	(3.8)	(6.8)	(7.6)
Occupational therapy	61.1	57.0	64.1	62.7	60.0	64.2	61.0	59.4	64.5	60.9	66.3	56.4
	(3.0)	(6.1)	(4.5)	(5.4)	(3.6)	(5.9)	(5.5)	(4.7)	(5.2)	(3.8)	(6.2)	(7.7)
Hearing-loss therapy	78.8	72.3	86.2	78.5	78.8	78.8	73.7	81.8	81.5	78.0	70.5	92.5
	(2.6)	(5.3)	(3.4)	(4.7)	(3.0)	(5.2)	(5.0)	(3.7)	(4.4)	(3.2)	(6.6)	(4.0)
Psychotherapy/counseling	75.1	79.3	75.8	70.7	74.4	77.1	74.2	75.0	76.9	75.4	74.4	76.0
	(2.4)	(4.5)	(3.6)	(4.3)	(2.8)	(4.6)	(4.3)	(3.6)	(4.1)	(2.9)	(5.2)	(5.7)
Medical services	60.6	67.7	64.4	51.5	61.1	59.1	62.2	59.6	59.9	61.7	48.4	71.8
	(2.9)	(5.6)	(4.4)	(5.0)	(3.3)	(5.8)	(5.3)	(4.3)	(5.2)	(3.6)	(6.4)	(6.4)
Adaptive physical education	78.2	71.6	85.0	74.7	77.5	80.4	79.5	77.8	77.1	79.0	75.6	76.5
	(2.3)	(5.0)	(3.0)	(4.3)	(2.7)	(4.5)	(4.1)	(3.5)	(4.1)	(2.8)	(5.2)	(5.6)
Social work services	74.3	83.9	70.8	69.2	73.5	76.4	78.2	71.3	73.8	75.1	74.0	72.3
	(2.4)	(3.9)	(3.8)	(4.2)	(2.7)	(4.6)	(4.1)	(3.7)	(4.1)	(2.9)	(5.0)	(5.7)
Special transportation	94.0	92.1	97.4	91.0	93.7	94.9	92.4	95.1	94.3	93.5	91.4	99.7
	(1.3)	(3.0)	(1.3)	(2.6)	(1.5)	(2.4)	(2.7)	(1.8)	(2.2)	(1.7)	(3.3)	(0.7)
Human aides or tutors	92.4	91.6	93.6	91.3	92.1	93.3	90.3	92.9	94.7	91.7	93.9	94.1
	(1.4)	(3.0)	(2.0)	(2.5)	(1.6)	(2.6)	(2.9)	(2.0)	(2.1)	(1.8)	(2.7)	(2.9)
Physical aids	59.8	50.6	66.6	60.5	59.8	59.8	63.1	54.9	63.5	58.3	57.6	70.0
	(3.1)	(6.1)	(4.7)	(5.2)	(3.5)	(6.2)	(5.6)	(4.8)	(5.1)	(3.8)	(6.9)	(6.7)
None of these	0.4	0.4	0.7	0.0	0.5	0.0	0.0	0.6	0.5	0.4	0.6	0.0
	(0.3)	(0.7)	(0.7)	(0.0)	(0.4)	(0.0)	(0.0)	(0.6)	(0.6)	(0.4)	(0.9)	(0.0)
Number of respondents	504	133	207	153	381	122	133	190	178	288	100	101
Percentage in schools serving non-disabled students that had:**												
Regular education classrooms	92.7	89.7	96.7	90.6	91.4	96.1	93.7	93.9	88.8	93.6	88.9	93.0
	(1.3)	(3.2)	(1.4)	(2.4)	(1.6)	(2.0)	(2.3)	(1.8)	(2.8)	(1.5)	(3.4)	(3.0)
Part-time resource rooms	93.7	86.0	99.0	94.1	93.6	93.9	94.6	91.8	95.7	92.8	96.6	95.2
	(1.2)	(3.7)	(0.8)	(1.9)	(1.4)	(2.4)	(2.1)	(2.1)	(1.8)	(1.6)	(2.0)	(2.6)
Pull-out/itinerant services	85.9	89.4	89.8	80.0	84.5	89.6	86.1	85.7	86.0	84.7	89.3	87.7
	(1.8)	(3.3)	(2.4)	(3.3)	(2.1)	(3.1)	(3.2)	(2.7)	(3.1)	(2.3)	(3.4)	(3.9)
Self-contained classrooms	69.1	83.0	69.3	60.1	69.5	68.2	69.9	68.1	69.8	68.6	72.2	67.7
	(2.3)	(4.0)	(3.7)	(4.0)	(2.7)	(4.7)	(4.3)	(3.5)	(4.1)	(2.9)	(4.9)	(5.6)
All of these	58.2	66.1	63.4	48.2	57.4	60.4	59.3	58.5	56.0	58.8	56.8	57.9
	(2.5)	(5.0)	(3.8)	(4.1)	(2.9)	(5.0)	(4.6)	(3.7)	(4.4)	(3.1)	(5.4)	(5.9)
Number of respondents	822	192	325	299	620	201	206	317	239	462	172	179

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* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that usually provided when needed:*									
Speech/language therapy	97.6	98.7	97.5	97.0	97.3	95.7	97.1	97.8	96.3
	(2.0)	(1.2)	(1.3)	(2.3)	(1.1)	(4.3)	(1.7)	(1.3)	(2.2)
Physical therapy	52.8	68.4	64.0	54.4	66.0	53.9	59.7	65.9	60.4
	(8.8)	(6.1)	(4.9)	(8.4)	(4.0)	(13.0)	(6.2)	(5.6)	(6.7)
Occupational therapy	58.8	62.6	65.1	61.0	62.8	57.6	59.1	65.6	60.7
	(8.4)	(6.1)	(4.8)	(8.0)	(3.9)	(12.6)	(6.0)	(5.4)	(6.5)
Hearing-loss therapy	71.3	85.5	77.7	71.5	81.0	83.7	81.8	77.8	73.4
	(7.4)	(4.5)	(4.3)	(7.2)	(3.2)	(9.5)	(4.8)	(4.7)	(6.1)
Psychotherapy/counseling	78.8	76.4	71.6	77.2	71.9	93.4	79.3	69.1	77.3
	(6.2)	(4.7)	(4.0)	(6.1)	(3.2)	(5.3)	(4.3)	(4.6)	(5.0)
Medical services	63.1	63.4	56.6	66.6	56.1	66.8	65.5	60.0	53.7
	(7.5)	(5.7)	(4.8)	(7.2)	(3.8)	(11.3)	(5.3)	(5.4)	(6.5)
Adaptive physical education	77.1	72.1	80.8	78.6	75.2	84.8	73.6	80.3	78.3
	(6.0)	(5.0)	(3.6)	(6.0)	(3.0)	(8.5)	(4.7)	(4.0)	(5.0)
Social work services	83.8	73.1	70.1	83.6	70.9	79.1	72.8	75.9	73.6
	(5.2)	(4.8)	(4.0)	(5.2)	(3.1)	(9.1)	(4.6)	(4.1)	(5.2)
Special transportation	90.9	95.5	95.0	88.5	95.5	93.0	91.1	94.4	96.2
	(4.0)	(2.3)	(1.9)	(4.4)	(1.4)	(6.3)	(3.0)	(2.2)	(2.3)
Human aides or tutors	95.3	92.5	91.4	89.8	93.0	98.4	91.9	93.5	92.7
	(2.8)	(2.8)	(2.4)	(4.2)	(1.7)	(2.8)	(2.7)	(2.3)	(3.0)
Physical aids	61.1	59.7	52.3	55.0	60.8	45.3	57.2	59.9	53.5
	(7.8)	(6.1)	(5.2)	(7.6)	(3.9)	(14.0)	(5.8)	(5.6)	(6.9)
None of these	0.0	0.0	0.8	0.0	0.6	0.0	0.4	0.5	0.6
	(0.0)	(0.0)	(0.7)	(0.0)	(0.5)	(0.0)	(0.6)	(0.6)	(0.9)
Number of respondents	65	115	188	74	302	25	132	150	112
Percentage in schools serving non-disabled students that had:**									
Regular education classrooms	91.0	92.7	93.5	92.1	94.2	92.4	91.9	93.9	93.6
	(3.8)	(2.6)	(2.1)	(3.6)	(1.5)	(5.7)	(2.6)	(2.2)	(2.8)
Part-time resource rooms	92.6	93.6	93.2	82.1	96.1	92.8	90.3	94.0	96.4
	(3.4)	(2.4)	(2.1)	(5.1)	(1.2)	(5.6)	(2.8)	(2.2)	(2.1)
Pull-out/itinerant services	86.2	86.7	84.6	84.7	85.8	92.4	86.3	86.4	84.0
	(4.5)	(3.4)	(3.0)	(4.8)	(2.2)	(5.7)	(3.3)	(3.1)	(4.2)
Self-contained classrooms	76.7	72.6	62.6	77.0	66.5	87.7	69.3	72.9	69.3
	(5.5)	(4.5)	(4.1)	(5.6)	(3.0)	(7.1)	(4.4)	(4.0)	(5.3)
All of these	65.1	61.9	53.1	59.6	58.1	79.1	57.4	63.5	59.7
	(6.3)	(4.9)	(4.2)	(6.6)	(3.2)	(8.8)	(4.7)	(4.4)	(5.7)
Number of respondents	116	197	287	119	511	42	228	253	160

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* See Appendix for percentage of youth in schools that reported having students in need of these services.

** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Services/Programs	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with vocational classes designed specifically for students with disabilities	53.0	61.6	59.2	40.5	52.6	54.2	49.7	55.0	54.5	53.2	50.4	56.0
	(2.5)	(5.1)	(3.9)	(4.0)	(2.9)	(4.9)	(4.6)	(3.8)	(4.3)	(3.1)	(5.5)	(5.8)
Number of respondents	836	197	327	302	630	205	210	321	305	472	176	179
Percentage in schools that helped students with disabilities in regular vocational classes by:*												
Making physical adaptations	44.0	36.6	48.1	43.9	43.7	44.6	43.5	43.5	45.6	44.2	39.2	47.8
	(2.6)	(5.4)	(4.0)	(4.2)	(3.0)	(5.1)	(4.8)	(3.9)	(4.4)	(3.2)	(5.5)	(5.9)
Increasing teacher contact	74.1	72.6	77.5	72.0	71.9	80.4	77.2	71.2	75.0	74.3	79.3	66.4
	(2.3)	(5.0)	(3.4)	(3.8)	(2.7)	(4.1)	(4.0)	(3.6)	(3.9)	(2.8)	(4.6)	(5.6)
Providing human aides	45.4	51.1	54.9	30.5	43.5	50.6	45.7	47.0	41.8	46.8	43.6	40.0
	(2.6)	(5.6)	(4.0)	(3.9)	(2.9)	(5.1)	(4.8)	(3.9)	(4.4)	(3.3)	(5.6)	(5.8)
Simplifying instruction	64.4	48.7	70.2	67.5	62.3	70.1	62.1	65.2	66.3	63.2	63.4	70.5
	(2.5)	(5.6)	(3.7)	(3.9)	(2.9)	(4.7)	(4.7)	(3.7)	(4.2)	(3.1)	(5.5)	(5.4)
Other accommodations	8.6	7.8	10.0	7.0	8.9	8.0	6.6	9.8	9.6	7.5	12.9	9.7
	(1.4)	(3.0)	(2.4)	(2.1)	(1.7)	(2.8)	(2.4)	(2.3)	(2.6)	(1.7)	(3.8)	(3.5)
Number of respondents	781	174	313	287	590	190	193	300	288	433	164	175
Average percentage of vocational course time spent in:												
Classroom instruction	61.6	59.4	61.1	63.8	61.7	61.2	64.8	59.3	60.8	62.5	59.4	60.3
	(1.5)	(3.1)	(2.5)	(2.5)	(1.7)	(3.2)	(3.0)	(2.2)	(2.5)	(1.9)	(3.2)	(3.6)
Work experience at school	12.3	10.8	12.8	12.2	12.5	11.7	9.9	13.1	14.4	12.1	12.5	13.2
	(0.9)	(1.5)	(1.5)	(1.5)	(1.0)	(1.8)	(1.5)	(1.4)	(1.6)	(1.1)	(2.0)	(2.1)
Community-based experience	15.2	21.2	14.1	12.5	15.6	14.1	13.2	16.3	16.4	14.5	17.5	15.9
	(1.0)	(2.3)	(1.5)	(1.5)	(1.2)	(2.0)	(1.9)	(1.6)	(1.6)	(1.3)	(2.1)	(2.5)
Number of respondents	741	172	284	272	560	180	181	286	271	416	160	157

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19B: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with vocational classes designed specifically for students with disabilities	49.6	60.9	46.8	60.3	49.2	63.5	50.2	56.8	48.6
	(6.4)	(4.8)	(4.1)	(6.4)	(3.1)	(10.0)	(4.7)	(4.4)	(5.6)
Number of respondents	121	198	293	122	519	44	232	259	164
Percentage in schools that helped students with disabilities in regular vocational classes by:*									
Making physical adaptations	31.3	42.4	47.5	39.4	43.4	45.0	41.1	38.9	45.9
	(6.3)	(5.0)	(4.3)	(6.7)	(3.2)	(11.4)	(4.8)	(4.5)	(5.9)
Increasing teacher contact	78.2	63.8	75.2	70.7	74.5	66.5	66.8	76.3	76.1
	(5.6)	(4.9)	(3.7)	(6.2)	(2.8)	(10.8)	(4.5)	(4.0)	(5.0)
Providing human aides	39.7	45.7	52.0	48.1	45.7	60.8	45.0	46.3	49.7
	(6.7)	(5.1)	(4.3)	(6.8)	(3.2)	(11.2)	(4.8)	(4.6)	(5.9)
Simplifying instruction	57.3	60.7	65.6	53.8	66.3	49.6	62.9	60.2	62.9
	(6.7)	(5.0)	(4.1)	(6.8)	(3.1)	(11.5)	(4.7)	(4.6)	(5.7)
Other accommodations	7.1	10.6	8.5	6.8	10.2	8.0	7.8	9.4	10.4
	(3.5)	(3.1)	(2.4)	(3.5)	(2.0)	(6.2)	(2.6)	(2.7)	(3.6)
Number of respondents	108	185	270	113	484	36	216	237	150
Average percentage of vocational course time spent in:									
Classroom instruction	67.4	59.6	58.8	63.7	61.7	55.4	64.1	60.4	57.2
	(3.7)	(2.8)	(2.5)	(3.9)	(1.9)	(6.3)	(2.7)	(2.7)	(3.5)
Work experience at school	10.2	13.8	14.3	11.7	13.4	11.2	13.3	13.1	12.3
	(1.9)	(1.8)	(1.7)	(2.0)	(1.2)	(3.6)	(1.7)	(1.7)	(2.2)
Community-based experience	15.5	14.4	16.2	16.4	13.9	24.0	13.2	16.7	17.1
	(2.5)	(1.7)	(1.7)	(2.9)	(1.1)	(5.1)	(1.7)	(1.8)	(2.4)
Number of respondents	102	176	262	107	462	38	204	233	141

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* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender*		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided vocational assessment/career counseling to secondary special education students	90.8 (1.4)	89.6 (3.2)	93.0 (2.0)	88.9 (2.6)	90.8 (1.7)	90.7 (2.9)	85.4 (3.2)	92.9 (1.9)	95.3 (1.9)	89.9 (1.9)	91.9 (2.9)	94.3 (2.8)
Number of respondents	843	200	331	302	636	206	212	325	306	477	178	179
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:												
Routinely to all students	78.3 (2.1)	70.7 (4.9)	78.3 (3.3)	85.2 (3.1)	77.9 (2.5)	79.5 (4.2)	80.3 (3.9)	77.0 (3.3)	77.8 (3.7)	77.7 (2.7)	79.6 (4.5)	80.4 (4.8)
Routinely only to special education students	12.4 (1.7)	13.9 (3.7)	12.3 (2.7)	10.4 (2.6)	12.7 (2.0)	11.5 (3.3)	8.0 (2.7)	15.1 (2.8)	13.6 (3.0)	12.9 (2.2)	12.3 (3.7)	9.2 (3.5)
Routinely only to those with some disabilities	3.1 (0.9)	4.8 (2.3)	4.1 (1.6)	0.8 (0.7)	3.0 (1.0)	3.3 (1.9)	4.3 (2.0)	2.5 (1.2)	2.3 (1.3)	3.6 (1.2)	0.1 (0.3)	3.5 (2.2)
Occasionally to special education students	5.3 (1.2)	9.6 (3.2)	4.9 (1.8)	2.1 (1.2)	5.5 (1.4)	4.7 (2.2)	6.8 (2.5)	4.0 (1.5)	5.5 (2.0)	4.7 (1.4)	8.0 (3.1)	5.1 (2.6)
Rarely or never to special education students	1.0 (0.5)	1.1 (1.1)	0.5 (0.6)	1.6 (1.1)	1.0 (0.6)	1.0 (1.0)	0.5 (0.7)	1.5 (0.9)	0.7 (0.8)	1.1 (0.7)	0.0 (0.0)	1.8 (1.6)
Number of respondents	773	185	307	271	584	188	182	301	290	433	165	167
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*												
Grades 7 or 8	18.0 (3.2)	16.2 (6.4)	18.7 (4.9)	18.7 (5.6)	19.0 (3.8)	15.1 (5.9)	28.5 (6.6)	11.2 (4.1)	11.2 (4.6)	21.7 (4.3)	10.4 (5.4)	7.8 (5.1)
Grades 9 or 10	78.2 (2.7)	80.4 (5.1)	84.5 (3.6)	68.8 (5.1)	78.6 (3.1)	77.2 (5.3)	73.6 (5.2)	77.6 (4.1)	86.6 (3.8)	77.4 (3.4)	79.0 (5.8)	82.4 (5.7)
Grades 11 or 12	81.8 (2.3)	81.6 (4.6)	81.3 (3.6)	82.2 (3.8)	82.5 (2.6)	79.9 (4.6)	75.6 (4.8)	84.6 (3.2)	85.4 (3.6)	80.1 (2.9)	81.0 (5.0)	90.4 (4.0)
Ungraded classes	58.6 (4.2)	59.8 (8.8)	71.3 (5.8)	41.8 (7.3)	61.4 (4.8)	50.9 (8.3)	55.6 (7.9)	63.5 (6.3)	54.3 (7.3)	61.7 (5.3)	53.4 (9.1)	51.0 (9.6)
Number of respondents	289	68	126	92	214	74	71	106	112	154	63	70

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided vocational assessment/career counseling to secondary special education students	87.9	90.9	93.0	82.2	93.4	89.7	88.1	92.3	91.9
	(4.2)	(2.9)	(2.1)	(5.0)	(1.6)	(6.4)	(3.1)	(2.4)	(3.1)
Number of respondents	122	199	298	124	524	44	234	262	166
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:									
Routinely to all students	81.6	79.1	73.1	76.4	78.6	71.3	77.0	78.5	76.2
	(5.2)	(4.2)	(3.7)	(6.0)	(2.6)	(10.1)	(4.1)	(3.8)	(5.0)
Routinely only to special education students	14.0	10.4	14.1	13.6	12.8	10.0	13.0	13.7	11.8
	(4.6)	(3.2)	(2.9)	(4.8)	(2.2)	(6.7)	(3.3)	(3.2)	(3.8)
Routinely only to those with some disabilities	1.5	2.8	4.4	3.1	2.9	6.8	2.6	2.7	4.3
	(1.6)	(1.7)	(1.7)	(2.5)	(1.1)	(5.6)	(1.6)	(1.5)	(2.4)
Occasionally to special education students	1.9	7.7	6.3	5.1	4.7	11.9	6.5	4.0	6.7
	(1.8)	(2.8)	(2.0)	(3.1)	(1.4)	(7.2)	(2.4)	(1.8)	(2.9)
Rarely or never to special education students	1.0	0.0	2.1	1.8	1.0	0.0	1.0	1.1	1.0
	(1.3)	(0.0)	(1.2)	(1.8)	(0.6)	(0.0)	(1.0)	(1.0)	(1.2)
Number of respondents	110	182	278	106	492	38	212	244	152
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*									
Grades 7 or 8	19.2	19.6	15.9	13.3	16.2	20.8	22.1	17.7	12.8
	(7.4)	(6.8)	(5.0)	(7.9)	(3.9)	(10.9)	(6.5)	(5.7)	(6.0)
Grades 9 or 10	70.6	82.9	82.6	76.5	79.8	74.6	79.1	81.3	76.0
	(7.3)	(4.7)	(4.1)	(7.1)	(3.3)	(10.8)	(4.9)	(4.4)	(6.3)
Grades 11 or 12	73.3	81.0	84.8	78.5	84.3	71.5	79.3	85.3	75.8
	(6.7)	(4.5)	(3.5)	(6.4)	(2.7)	(10.5)	(4.5)	(3.7)	(5.6)
Ungraded classes	58.4	54.3	62.8	47.9	67.4	43.6	56.5	64.7	58.0
	(9.6)	(8.7)	(6.7)	(11.8)	(5.1)	(14.2)	(8.0)	(7.3)	(9.1)
Number of respondents	53	64	104	38	178	24	80	89	63

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing vocational assessment/counseling, percentage in schools that:												
Used formal assessment of student interests/skills	80.4	79.7	84.0	76.5	80.5	80.1	76.8	82.3	82.0	79.8	79.5	84.5
	(2.1)	(4.4)	(3.0)	(3.7)	(2.4)	(4.2)	(4.2)	(3.0)	(3.5)	(2.6)	(4.5)	(4.5)
Gave students information about alternative careers	91.9	92.6	95.5	86.9	91.8	92.2	93.1	90.5	92.8	93.0	85.8	93.5
	(1.4)	(2.9)	(1.7)	(2.9)	(1.7)	(2.8)	(2.5)	(2.3)	(2.3)	(1.7)	(3.9)	(3.1)
Recommended specific careers	70.8	71.3	80.7	58.0	71.7	68.5	66.2	73.1	73.2	70.6	69.6	71.8
	(2.4)	(4.9)	(3.2)	(4.3)	(2.7)	(4.9)	(4.7)	(3.5)	(4.0)	(3.0)	(5.2)	(5.6)
Recommended specific training/education	74.8	72.9	83.1	66.0	73.9	77.1	73.0	75.7	75.6	74.3	72.5	79.0
	(2.3)	(4.8)	(3.0)	(4.1)	(2.7)	(4.4)	(4.4)	(3.3)	(3.9)	(2.8)	(5.0)	(5.0)
Informed students about colleges/training programs for students with disabilities	71.1	74.0	79.7	59.1	70.4	73.1	66.1	73.8	73.2	69.2	72.9	77.6
	(2.4)	(4.8)	(3.3)	(4.3)	(2.8)	(4.6)	(4.7)	(3.4)	(4.0)	(3.0)	(5.0)	(5.2)
Number of respondents	771	184	308	269	581	189	182	300	289	431	164	168

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing vocational assessment/counseling, percentage in schools that:									
Used formal assessment of student interests/skills	82.8	77.7	80.6	84.0	81.5	61.5	80.7	76.0	83.6
	(5.1)	(4.3)	(3.4)	(5.2)	(2.5)	(10.9)	(3.9)	(4.0)	(4.4)
Gave students information about alternative careers	86.8	92.9	96.1	93.9	92.4	78.8	90.4	93.9	92.8
	(4.6)	(2.7)	(1.7)	(3.4)	(1.7)	(9.2)	(2.9)	(2.2)	(3.1)
Recommended specific careers	65.5	77.0	75.4	75.6	72.5	59.4	67.9	75.8	76.6
	(6.4)	(4.4)	(3.7)	(6.1)	(2.9)	(11.0)	(4.6)	(4.0)	(5.0)
Recommended specific training/ education	62.8	76.7	79.9	79.6	74.5	66.2	69.1	72.5	86.2
	(6.5)	(4.4)	(3.4)	(5.7)	(2.9)	(10.6)	(4.6)	(4.1)	(4.1)
Informed students about colleges/ training programs for students with disabilities	60.6	69.6	78.7	76.6	70.2	58.3	65.2	71.4	78.2
	(6.6)	(4.8)	(3.5)	(6.0)	(3.0)	(11.1)	(4.7)	(4.2)	(4.9)
Number of respondents	109	181	277	105	490	39	212	241	152

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work adjustment training to secondary special ed. students	84.9	91.5	84.2	82.3	84.3	86.3	82.0	86.5	86.3	83.9	88.9	85.3
	(1.8)	(2.9)	(2.9)	(3.1)	(2.1)	(3.4)	(3.5)	(2.6)	(3.0)	(2.3)	(3.4)	(4.2)
Number of respondents	839	200	331	298	632	206	209	324	306	473	178	179
Of students in schools providing work adjustment training, percentage in schools that provided it:												
Routinely to all students	56.8	58.6	49.8	63.9	55.2	61.1	65.2	49.7	57.7	57.5	52.7	58.3
	(2.7)	(5.3)	(4.3)	(4.4)	(3.1)	(5.2)	(4.9)	(4.1)	(4.6)	(3.4)	(5.8)	(6.3)
Routinely only to special education students	28.7	25.9	29.6	29.1	30.6	23.7	21.9	34.0	28.8	28.4	33.6	23.8
	(2.4)	(4.7)	(3.9)	(4.1)	(2.9)	(4.5)	(4.2)	(3.9)	(4.2)	(3.1)	(5.5)	(5.4)
Routinely only to those with some disabilities	8.1	4.8	15.4	2.6	8.0	8.3	8.5	8.0	7.8	7.7	4.7	15.3
	(1.5)	(2.3)	(3.1)	(1.4)	(1.7)	(2.9)	(2.8)	(2.2)	(2.5)	(1.8)	(2.5)	(4.6)
Occasionally to special education students	6.4	10.6	5.2	4.4	6.1	6.8	4.4	8.3	5.6	6.5	9.0	2.5
	(1.3)	(3.3)	(1.9)	(1.9)	(1.5)	(2.7)	(2.1)	(2.3)	(2.2)	(1.7)	(3.3)	(2.0)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	711	185	276	245	530	180	171	278	262	396	155	153
Of students in schools providing work adjustment training, percentage in schools with training in:*												
Grades 7 or 8	16.8	18.3	7.7	26.9	15.5	20.8	27.8	10.2	9.2	16.8	24.7	7.5
	(3.1)	(6.8)	(3.4)	(6.2)	(3.5)	(6.7)	(6.6)	(4.0)	(4.1)	(3.9)	(7.4)	(5.1)
Grades 9 or 10	71.6	74.4	66.7	75.9	72.4	69.5	69.1	70.7	77.2	71.1	76.9	69.3
	(3.0)	(5.7)	(4.8)	(4.9)	(3.5)	(5.9)	(5.5)	(4.6)	(4.8)	(3.7)	(6.0)	(7.1)
Grades 11 or 12	80.2	79.4	76.2	86.3	80.4	79.6	76.7	80.2	85.4	77.9	85.8	84.0
	(2.3)	(4.7)	(3.8)	(3.3)	(2.6)	(4.5)	(4.6)	(3.4)	(3.5)	(3.0)	(4.2)	(4.9)
Ungraded classes	52.9	69.1	50.1	45.6	54.9	47.3	52.3	57.0	46.2	56.2	56.4	33.3
	(4.3)	(8.3)	(6.4)	(7.4)	(5.0)	(8.5)	(7.9)	(6.5)	(7.3)	(5.4)	(9.0)	(9.2)
Number of respondents	286	68	123	92	214	71	71	105	110	153	63	68

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work adjustment training to secondary special ed. students	78.5	83.9	87.8	88.7	82.6	87.9	79.5	84.3	90.8
	(5.3)	(3.7)	(2.7)	(4.1)	(2.4)	(6.9)	(3.8)	(3.3)	(3.3)
Number of respondents	119	199	297	124	520	44	233	260	165
Of students in schools providing work adjustment training, percentage in schools that provided it:									
Routinely to all students	61.2	59.2	48.1	62.1	53.4	55.5	60.8	55.5	47.3
	(7.0)	(5.3)	(4.4)	(6.7)	(3.4)	(10.8)	(5.0)	(4.9)	(5.9)
Routinely only to special education students	26.2	24.7	34.1	26.0	31.6	17.8	24.0	30.9	34.3
	(6.4)	(4.7)	(4.1)	(6.0)	(3.2)	(8.3)	(4.4)	(4.5)	(5.6)
Routinely only to those with some disabilities	3.2	8.2	11.4	3.8	9.9	3.7	7.0	7.0	11.4
	(2.6)	(3.0)	(2.8)	(2.6)	(2.1)	(4.1)	(2.6)	(2.5)	(3.8)
Occasionally to special education students	9.3	7.9	6.5	8.1	5.1	23.0	8.2	6.7	7.0
	(4.2)	(2.9)	(2.1)	(3.8)	(1.5)	(9.2)	(2.8)	(2.4)	(3.0)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	97	165	256	111	431	40	192	215	147
Of students in schools providing work adjustment training, percentage in schools with training in:*									
Grades 7 or 8	20.9	13.3	15.3	21.2	16.9	11.9	28.1	9.7	9.4
	(7.8)	(5.8)	(4.8)	(9.5)	(4.0)	(9.2)	(7.2)	(4.4)	(5.2)
Grades 9 or 10	66.5	72.0	73.5	70.4	73.2	65.2	70.9	69.6	70.6
	(7.5)	(6.1)	(4.9)	(7.3)	(3.8)	(12.8)	(5.9)	(5.4)	(6.7)
Grades 11 or 12	71.1	79.2	81.2	75.2	81.2	74.5	76.6	79.5	78.7
	(6.8)	(4.6)	(3.6)	(6.3)	(2.8)	(10.5)	(4.7)	(4.1)	(5.1)
Ungraded classes	61.4	51.8	49.9	62.7	54.3	46.6	46.1	60.1	60.6
	(9.5)	(8.9)	(7.0)	(11.4)	(5.4)	(14.6)	(8.1)	(7.6)	(9.0)
Number of respondents	53	62	103	38	176	23	79	87	63

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing work adjustment training, percentage in schools with training in:												
Production skills	65.6	66.7	67.7	61.7	67.5	60.5	60.6	67.5	69.3	64.6	68.2	68.6
	(2.6)	(5.1)	(4.0)	(4.4)	(3.0)	(5.2)	(4.9)	(3.8)	(4.4)	(3.2)	(5.4)	(6.0)
Relationships with coworkers/ supervisors	96.3	96.5	98.2	94.1	96.3	96.2	94.4	97.8	96.4	96.4	96.6	95.1
	(1.0)	(2.0)	(1.1)	(2.1)	(1.2)	(2.0)	(2.3)	(1.2)	(1.8)	(1.3)	(2.1)	(2.8)
Attendance/punctuality	99.5	98.7	99.6	100	99.3	100	99.6	100	98.5	99.8	99.2	98.4
	(0.4)	(1.2)	(0.5)	(0.0)	(0.5)	(0.0)	(0.6)	(0.0)	(1.2)	(0.3)	(1.0)	(1.6)
Appropriate dress/grooming	96.4	96.8	99.5	92.4	96.4	96.3	95.8	96.4	97.0	95.9	97.2	97.8
	(1.0)	(1.9)	(0.6)	(2.4)	(1.2)	(2.0)	(2.0)	(1.5)	(1.6)	(1.3)	(1.9)	(1.9)
Job-related practices (e.g., using sick leave)	79.3	83.3	80.6	74.3	79.4	79.1	76.5	80.3	81.7	77.5	84.9	81.4
	(2.2)	(4.0)	(3.4)	(4.0)	(2.6)	(4.4)	(4.3)	(3.2)	(3.7)	(2.8)	(4.1)	(5.0)
Work skills (e.g., counting change, completing forms)	86.4	87.2	83.2	89.2	88.2	81.5	83.6	87.9	87.6	85.3	89.1	87.8
	(1.9)	(3.6)	(3.2)	(2.8)	(2.0)	(4.2)	(3.7)	(2.7)	(3.1)	(2.4)	(3.6)	(4.2)
Use of transportation	63.0	74.0	67.3	49.0	65.7	55.7	57.6	65.1	66.9	61.0	68.1	65.9
	(2.6)	(4.7)	(4.0)	(4.5)	(3.0)	(5.3)	(5.0)	(3.9)	(4.5)	(3.3)	(5.4)	(6.1)
Number of respondents	713	187	276	245	532	180	173	276	264	396	156	154

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing work adjustment training, percentage in schools with training in:									
Production skills	70.2	63.1	66.6	68.9	69.0	34.6	61.3	70.4	65.0
	(6.6)	(5.3)	(4.2)	(6.3)	(3.2)	(10.5)	(5.1)	(4.5)	(5.7)
Relationships with coworkers/ supervisors	98.1	96.2	94.9	97.3	95.7	100	97.0	97.0	94.5
	(2.0)	(2.1)	(1.9)	(2.2)	(1.4)	(0.0)	(1.8)	(1.7)	(2.7)
Attendance/punctuality	100	99.2	99.0	100	99.2	100	100	98.7	99.5
	(0.0)	(1.0)	(0.9)	(0.0)	(0.6)	(0.0)	(0.0)	(1.1)	(0.8)
Appropriate dress/grooming	95.8	95.8	95.4	98.5	95.8	92.9	95.6	96.5	95.3
	(2.9)	(2.2)	(1.9)	(1.7)	(1.4)	(5.7)	(2.1)	(1.8)	(2.5)
Job-related practices (e.g., using sick leave)	84.2	80.6	76.8	82.9	78.8	82.2	80.3	81.2	80.1
	(5.2)	(4.3)	(3.7)	(5.2)	(2.9)	(8.5)	(4.2)	(3.8)	(4.8)
Work skills (e.g., counting change, completing forms)	86.0	86.7	86.6	90.8	85.4	89.9	86.3	90.6	82.7
	(5.0)	(3.7)	(3.0)	(4.0)	(2.5)	(6.7)	(3.6)	(2.9)	(4.6)
Use of transportation	70.1	65.5	62.7	72.4	61.9	61.0	61.6	69.8	64.4
	(6.6)	(5.2)	(4.3)	(6.1)	(3.4)	(10.8)	(5.1)	(4.5)	(5.8)
Number of respondents	97	166	257	113	430	40	193	216	147

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work exploration/experience to secondary special ed. students	64.2	72.6	73.7	47.2	63.4	66.3	56.1	69.5	66.7	63.1	65.4	68.0
	(2.4)	(4.7)	(3.5)	(4.1)	(2.8)	(4.7)	(4.6)	(3.5)	(4.2)	(3.0)	(5.1)	(5.6)
Number of respondents	842	200	331	301	635	206	211	325	306	476	178	179
Of students in schools providing work exploration/experience, percentage in schools that provided it:												
Routinely to all students	50.9	58.5	38.9	62.7	49.0	56.0	49.4	48.8	56.9	49.7	51.8	56.8
	(3.1)	(5.9)	(4.5)	(5.9)	(3.6)	(5.9)	(6.2)	(4.6)	(5.3)	(4.0)	(6.7)	(7.2)
Routinely only to special education students	25.8	24.4	32.3	15.1	26.5	23.6	24.3	29.1	21.1	26.9	25.6	17.4
	(2.7)	(5.1)	(4.3)	(4.4)	(3.2)	(5.1)	(5.3)	(4.2)	(4.4)	(3.5)	(5.9)	(5.5)
Routinely only to those with some disabilities	9.7	8.0	11.9	8.5	11.3	5.6	10.8	10.2	7.4	10.1	5.3	13.8
	(1.8)	(3.2)	(3.0)	(3.4)	(2.3)	(2.8)	(3.8)	(2.8)	(2.8)	(2.4)	(3.0)	(5.0)
Occasionally to special education students	12.5	9.0	16.0	11.0	12.1	13.5	13.7	11.1	13.6	11.9	17.0	10.5
	(2.1)	(3.4)	(3.4)	(3.8)	(2.4)	(4.1)	(4.2)	(2.9)	(3.7)	(2.6)	(5.0)	(4.4)
Rarely or never to special education students	1.1	0.1	0.9	2.7	1.1	1.2	1.9	0.7	1.0	1.3	0.2	1.5
	(0.7)	(0.4)	(0.9)	(2.0)	(0.8)	(1.3)	(1.7)	(0.8)	(1.1)	(0.9)	(0.6)	(1.7)
Number of respondents	539	155	238	139	398	140	121	217	201	297	115	121
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*												
Grades 7 or 8	1.4	4.4	0.9	0.0	1.9	0.0	2.9	0.9	0.0	1.5	2.1	0.0
	(1.0)	(3.7)	(1.2)	(0.0)	(1.3)	(0.0)	(2.7)	(1.2)	(0.0)	(1.4)	(2.5)	(0.0)
Grades 9 or 10	37.9	48.7	35.0	33.2	36.0	43.4	39.5	39.4	32.6	39.3	29.1	40.3
	(3.9)	(8.0)	(5.9)	(6.7)	(4.5)	(8.0)	(7.3)	(6.1)	(6.5)	(5.0)	(7.7)	(9.1)
Grades 11 or 12	73.7	78.0	79.8	62.5	72.3	77.6	71.3	73.7	77.2	73.3	71.9	77.3
	(2.7)	(5.1)	(3.9)	(5.3)	(3.2)	(5.2)	(5.4)	(4.0)	(4.6)	(3.5)	(5.8)	(6.2)
Ungraded classes	44.8	55.0	50.9	30.9	46.6	39.6	44.2	49.2	37.4	49.6	34.4	32.0
	(4.3)	(8.9)	(6.6)	(6.8)	(5.0)	(8.6)	(8.0)	(6.6)	(7.2)	(5.6)	(8.5)	(9.3)
Number of respondents	280	68	116	93	213	66	68	104	108	148	65	65

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22B: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work exploration/experience to secondary special ed. students	61.3	69.8	66.7	67.1	64.0	75.2	57.1	67.7	78.4
	(6.3)	(4.6)	(3.9)	(6.1)	(3.0)	(9.1)	(4.7)	(4.2)	(4.7)
Number of respondents	121	199	298	124	523	44	234	262	165
Of students in schools providing work exploration/experience, percentage in schools that provided it:									
Routinely to all students	62.0	51.5	41.5	63.8	46.7	56.0	54.6	53.0	41.5
	(8.1)	(5.9)	(4.9)	(7.5)	(3.9)	(11.8)	(6.1)	(5.5)	(6.3)
Routinely only to special education students	21.1	22.8	34.5	20.2	26.0	33.1	22.4	27.1	29.8
	(6.8)	(5.0)	(4.8)	(6.3)	(3.5)	(11.2)	(5.1)	(4.9)	(5.9)
Routinely only to those with some disabilities	8.7	13.4	7.9	8.1	11.1	0.0	10.0	10.5	9.6
	(4.7)	(4.0)	(2.7)	(4.3)	(2.5)	(0.0)	(3.7)	(3.4)	(3.8)
Occasionally to special education students	8.2	10.5	15.5	7.8	14.6	10.5	11.7	8.8	17.2
	(4.6)	(3.6)	(3.6)	(4.2)	(2.8)	(7.3)	(3.9)	(3.1)	(4.8)
Rarely or never to special education students	0.0	1.8	0.6	0.0	1.5	0.4	1.4	0.5	1.9
	(0.0)	(1.6)	(0.8)	(0.0)	(1.0)	(1.6)	(1.4)	(0.8)	(1.7)
Number of respondents	73	136	196	87	330	34	139	168	126
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*									
Grades 7 or 8	0.0	4.2	1.3	6.9	0.0	0.0	2.0	1.1	2.2
	(0.0)	(3.6)	(1.6)	(6.0)	(0.0)	(0.0)	(2.3)	(1.6)	(2.7)
Grades 9 or 10	41.2	38.7	38.0	43.5	35.7	56.6	45.4	35.9	37.5
	(8.9)	(8.0)	(6.5)	(10.4)	(5.0)	(13.9)	(7.5)	(6.8)	(8.6)
Grades 11 or 12	67.0	75.8	78.5	72.4	76.5	68.5	69.6	75.0	82.0
	(7.7)	(5.3)	(4.2)	(7.1)	(3.4)	(11.0)	(5.6)	(4.9)	(5.1)
Ungraded classes	48.7	50.8	46.6	43.8	46.3	45.2	33.6	58.5	54.3
	(9.7)	(8.9)	(7.2)	(11.7)	(5.5)	(14.2)	(7.7)	(7.7)	(9.3)
Number of respondents	53	62	98	38	170	24	78	86	61

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job skills training to secondary special education students	70.0	65.3	74.2	68.0	69.8	70.2	62.2	73.4	75.6	68.3	69.2	79.8
	(2.3)	(5.0)	(3.4)	(3.8)	(2.7)	(4.6)	(4.5)	(3.3)	(3.8)	(2.9)	(5.0)	(4.8)
Number of respondents	840	201	330	299	634	205	208	325	307	473	178	180
Of students in schools providing job skills training, percentage in schools that provided it:												
Routinely to all students	83.0	80.3	79.2	90.4	83.7	81.4	78.9	83.3	87.9	82.2	83.2	88.0
	(2.2)	(4.9)	(3.7)	(2.9)	(2.5)	(4.5)	(4.8)	(3.3)	(3.2)	(2.9)	(4.8)	(4.2)
Routinely only to special education students	7.9	7.2	10.9	3.6	7.7	8.3	10.7	7.9	4.5	8.7	6.5	4.4
	(1.6)	(3.2)	(2.8)	(1.9)	(1.8)	(3.2)	(3.6)	(2.4)	(2.0)	(2.1)	(3.2)	(2.6)
Routinely only to those with some disabilities	2.7	3.1	2.9	2.4	2.2	4.1	3.2	3.4	0.9	2.8	2.5	2.7
	(1.0)	(2.1)	(1.5)	(1.5)	(1.0)	(2.3)	(2.1)	(1.6)	(0.9)	(1.2)	(2.0)	(2.1)
Occasionally to special education students	6.1	9.4	6.5	3.6	6.1	6.1	6.5	5.4	6.8	6.0	7.9	4.9
	(1.4)	(3.6)	(2.2)	(1.9)	(1.6)	(2.7)	(2.9)	(2.0)	(2.5)	(1.8)	(3.5)	(2.8)
Rarely or never to special education students	0.2	0.0	0.5	0.0	0.3	0.0	0.6	0.0	0.0	0.3	0.0	0.0
	(0.3)	(0.0)	(0.6)	(0.0)	(0.4)	(0.0)	(0.9)	(0.0)	(0.0)	(0.4)	(0.0)	(0.0)
Number of respondents	610	149	245	207	455	154	132	241	237	331	126	146
Of students in schools providing job skills training, percentage in schools providing it in:*												
Grades 9 or 10	48.2	50.9	35.1	60.2	48.9	46.3	44.1	49.6	52.0	46.5	50.2	52.4
	(3.8)	(7.6)	(5.8)	(6.1)	(4.4)	(7.5)	(7.1)	(5.8)	(6.5)	(4.8)	(8.1)	(8.5)
Grades 11 or 12	84.7	77.8	89.0	85.1	84.7	84.6	81.3	85.1	88.7	83.3	82.8	93.3
	(2.1)	(4.8)	(2.9)	(3.5)	(2.4)	(4.1)	(4.4)	(3.1)	(3.2)	(2.7)	(4.7)	(3.4)
Ungraded classes	47.3	35.0	52.4	49.1	51.2	35.8	45.9	51.1	42.1	48.9	45.4	40.3
	(4.3)	(8.5)	(6.4)	(7.4)	(5.0)	(8.2)	(7.9)	(6.6)	(7.2)	(5.5)	(8.9)	(9.5)
Number of respondents	287	69	123	92	215	71	70	106	111	152	65	68

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23B: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job skills training to secondary special education students	63.8	68.6	71.2	72.6	70.5	47.5	61.9	70.9	73.9
	(6.2)	(4.6)	(3.7)	(5.8)	(2.9)	(10.7)	(4.6)	(4.0)	(5.0)
Number of respondents	121	198	298	124	522	43	232	262	165
Of students in schools providing job skills training, percentage in schools that provided it:									
Routinely to all students	85.7	83.8	79.6	87.3	82.6	59.0	82.6	84.4	77.1
	(5.4)	(4.4)	(3.9)	(5.0)	(2.8)	(13.8)	(4.4)	(3.8)	(5.4)
Routinely only to special education students	9.7	6.3	8.6	7.3	6.2	30.7	9.8	6.1	9.6
	(4.6)	(2.9)	(2.7)	(3.9)	(1.8)	(12.9)	(3.4)	(2.5)	(3.8)
Routinely only to those with some disabilities	0.0	3.7	3.2	2.2	3.5	0.0	3.4	3.8	2.1
	(0.0)	(2.2)	(1.7)	(2.2)	(1.4)	(0.0)	(2.1)	(2.0)	(1.9)
Occasionally to special education students	4.6	6.2	8.6	3.1	7.3	10.3	4.2	5.8	10.1
	(3.2)	(2.9)	(2.7)	(2.6)	(1.9)	(8.5)	(2.3)	(2.4)	(3.9)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	1.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.4)	(0.0)	(0.0)	(0.0)	(1.3)
Number of respondents	85	142	214	95	377	25	155	188	127
Of students in schools providing job skills training, percentage in schools providing it in:*									
Grades 9 or 10	53.0	45.6	51.6	66.0	49.6	23.1	57.2	45.4	42.2
	(9.1)	(7.5)	(6.1)	(9.0)	(5.0)	(11.4)	(7.2)	(6.7)	(8.2)
Grades 11 or 12	76.8	80.5	89.1	83.0	88.3	43.9	79.8	83.8	84.3
	(6.3)	(4.6)	(3.0)	(5.5)	(2.4)	(11.8)	(4.5)	(3.9)	(4.6)
Ungraded classes	51.2	52.1	48.5	38.8	54.0	34.0	38.1	56.0	55.7
	(9.7)	(9.0)	(7.0)	(11.5)	(5.4)	(13.8)	(7.9)	(7.7)	(9.1)
Number of respondents	53	61	104	38	177	23	79	87	64

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job development/placement services to secondary special ed. students	65.0	71.5	68.6	55.7	64.5	66.6	56.0	68.9	72.1	61.9	73.8	70.4
	(2.4)	(4.7)	(3.6)	(4.1)	(2.8)	(4.7)	(4.6)	(3.5)	(4.0)	(3.0)	(4.8)	(5.5)
Number of respondents	841	201	331	299	634	206	211	324	306	475	177	180
Of students in schools providing job development/placement services, percentage in schools that provided it:												
Routinely to all students	50.4	55.2	42.1	57.6	48.3	56.1	44.9	53.4	51.8	51.9	40.3	56.5
	(3.1)	(6.0)	(4.7)	(5.5)	(3.6)	(6.0)	(6.2)	(4.6)	(5.2)	(4.0)	(6.3)	(7.1)
Routinely only to special education students	27.8	27.3	37.6	14.9	28.8	25.0	32.7	27.7	21.8	29.4	29.1	16.9
	(2.8)	(5.4)	(4.6)	(4.0)	(3.2)	(5.2)	(5.8)	(4.1)	(4.3)	(3.6)	(5.8)	(5.4)
Routinely only to those with some disabilities	8.1	5.6	7.8	11.1	8.0	8.2	7.0	9.0	7.6	6.6	10.9	11.6
	(1.7)	(2.8)	(2.5)	(3.5)	(1.9)	(3.3)	(3.1)	(2.7)	(2.8)	(2.0)	(4.0)	(4.6)
Occasionally to special education students	13.0	9.3	12.5	15.9	14.0	10.2	15.1	9.0	17.5	11.2	19.6	12.9
	(2.1)	(3.5)	(3.1)	(4.1)	(2.5)	(3.7)	(4.4)	(2.7)	(3.9)	(2.5)	(5.1)	(4.8)
Rarely or never to special education students	0.8	2.6	0.0	0.4	1.0	0.5	0.4	0.9	1.3	0.9	0.0	2.0
	(0.6)	(1.9)	(0.0)	(0.7)	(0.7)	(0.8)	(0.8)	(0.9)	(1.2)	(0.7)	(0.0)	(2.0)
Number of respondents	554	150	225	171	414	139	119	218	217	296	128	124
Of students in schools providing job development/placement services, percentage in schools providing it in:*												
Grade 10	42.2	49.5	40.0	38.7	39.8	48.4	37.3	44.5	45.6	41.0	33.9	55.8
	(3.7)	(7.5)	(5.5)	(6.3)	(4.2)	(7.3)	(6.6)	(5.7)	(6.3)	(4.6)	(7.6)	(8.3)
Grade 11	67.1	67.4	69.3	63.9	65.5	70.8	61.5	68.6	71.9	64.0	69.5	76.9
	(2.9)	(6.0)	(4.4)	(5.1)	(3.5)	(5.5)	(5.8)	(4.4)	(4.7)	(3.9)	(5.9)	(5.9)
Grade 12	78.2	80.5	78.5	76.0	77.7	79.4	72.5	79.3	84.0	75.5	82.6	84.8
	(2.5)	(4.8)	(3.8)	(4.3)	(2.9)	(4.6)	(5.1)	(3.6)	(3.7)	(3.2)	(4.6)	(5.0)
Ungraded classes	39.8	57.1	42.9	23.7	43.2	30.1	36.7	37.0	50.0	39.1	42.1	39.5
	(4.2)	(8.8)	(6.4)	(6.3)	(5.0)	(7.8)	(7.7)	(6.4)	(7.3)	(5.4)	(8.9)	(9.5)
Number of respondents	284	69	121	91	212	71	70	104	110	150	64	68

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job development/placement services to secondary special ed. students	62.5	64.1	68.5	69.7	64.0	70.0	60.5	64.7	73.6
	(6.2)	(4.8)	(3.8)	(6.0)	(3.0)	(9.7)	(4.6)	(4.3)	(5.0)
Number of respondents	121	198	298	124	522	44	234	260	166
Of students in schools providing job development/placement services, percentage in schools that provided it:									
Routinely to all students	52.1	52.4	44.9	57.3	50.6	24.6	53.7	51.3	37.3
	(8.1)	(6.2)	(4.9)	(7.7)	(3.9)	(11.0)	(5.8)	(5.7)	(6.4)
Routinely only to special education students	30.3	27.6	30.3	20.7	27.8	61.6	27.3	31.7	31.4
	(7.5)	(5.6)	(4.5)	(6.3)	(3.5)	(12.4)	(5.2)	(5.3)	(6.1)
Routinely only to those with some disabilities	2.9	9.4	7.6	10.1	7.6	0.0	7.9	6.0	9.4
	(2.7)	(3.6)	(2.6)	(4.7)	(2.1)	(0.0)	(3.2)	(2.7)	(3.8)
Occasionally to special education students	14.7	10.2	15.8	11.9	12.6	13.7	10.5	10.2	21.2
	(5.7)	(3.8)	(3.6)	(5.0)	(2.6)	(8.8)	(3.6)	(3.4)	(5.4)
Rarely or never to special education students	0.0	0.3	1.5	0.0	1.4	0.0	0.5	0.8	0.7
	(0.0)	(0.7)	(1.2)	(0.0)	(0.9)	(0.0)	(0.8)	(1.0)	(1.1)
Number of respondents	78	124	207	88	342	30	152	163	122
Of students in schools providing job development/placement services, percentage in schools providing it in:*									
Grade 10	36.5	44.5	45.3	46.1	42.3	34.6	36.6	46.9	42.0
	(8.1)	(7.5)	(6.0)	(9.4)	(4.7)	(13.3)	(6.7)	(6.6)	(7.8)
Grade 11	52.2	63.4	74.5	67.3	68.9	42.2	58.6	68.1	71.3
	(7.9)	(6.2)	(4.4)	(7.5)	(3.7)	(11.9)	(5.9)	(5.4)	(5.9)
Grade 12	71.3	77.5	79.7	76.9	81.3	59.0	76.7	76.8	78.2
	(7.0)	(5.0)	(3.8)	(6.2)	(3.0)	(12.0)	(4.8)	(4.6)	(5.3)
Ungraded classes	51.4	41.9	34.7	44.6	36.1	54.7	33.8	50.3	41.5
	(9.7)	(8.9)	(6.7)	(11.7)	(5.3)	(14.2)	(7.7)	(7.9)	(9.0)
Number of respondents	53	61	102	38	173	24	80	84	64

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing job development/placement services, percentage in schools that typically:												
Referred students to potential employers	86.3	93.4	88.5	76.2	83.9	92.7	83.7	87.1	88.2	86.0	82.9	92.0
	(2.1)	(3.0)	(3.0)	(4.6)	(2.7)	(3.2)	(4.6)	(3.1)	(3.4)	(2.8)	(4.8)	(3.9)
Transported students to/from interviews	55.6	57.3	58.4	50.1	56.4	53.4	50.7	56.2	60.6	54.8	59.6	55.8
	(3.1)	(6.0)	(4.7)	(5.5)	(3.6)	(6.1)	(6.2)	(4.6)	(5.1)	(4.0)	(6.3)	(7.1)
Trained in interviewing skills	89.5	91.6	89.4	87.1	89.7	89.0	86.1	91.8	89.7	89.2	89.3	91.1
	(1.9)	(3.4)	(2.9)	(3.7)	(2.2)	(3.8)	(4.3)	(2.5)	(3.2)	(2.5)	(4.0)	(4.1)
Reviewed interview experiences	77.2	76.7	80.7	72.5	77.3	77.0	79.8	76.2	76.0	78.4	74.5	74.3
	(2.6)	(5.2)	(3.8)	(4.9)	(3.0)	(5.1)	(5.0)	(3.9)	(4.5)	(3.3)	(5.6)	(6.3)
Helped prepare resumes	73.9	65.9	82.5	68.6	73.0	76.5	75.9	69.7	78.9	72.0	79.4	74.1
	(2.7)	(5.8)	(3.6)	(5.1)	(3.2)	(5.1)	(5.3)	(4.2)	(4.3)	(3.6)	(5.2)	(6.3)
Worked with employers on job modifications	56.5	55.2	60.8	50.9	56.6	56.3	48.2	61.8	57.1	56.2	62.2	51.6
	(3.1)	(6.1)	(4.7)	(5.5)	(3.6)	(6.0)	(6.2)	(4.5)	(5.2)	(3.9)	(6.2)	(7.2)
Number of respondents	548	146	224	170	407	140	116	214	218	290	126	125
Of students in schools providing job development/placement services, average number of special education students who:												
Received job placement services	21	32	18	15	21	21	22	22	20	22	20	20
	(1.3)	(3.4)	(1.6)	(1.4)	(1.6)	(2.4)	(2.9)	(2.0)	(1.8)	(1.8)	(2.8)	(2.0)
Were placed in jobs	12	18	11	9	12	12	13	12	12	12	12	12
	(0.7)	(1.7)	(0.9)	(1.0)	(0.8)	(1.4)	(1.5)	(1.0)	(1.2)	(0.9)	(1.5)	(1.4)
Number of respondents	510	138	201	166	378	131	102	205	203	263	121	119
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	62.7	61.2	66.7	59.7	63.4	61.1	61.4	63.4	63.0	62.4	64.0	62.4
	(1.8)	(3.4)	(2.8)	(3.3)	(2.1)	(3.4)	(3.8)	(2.6)	(3.2)	(2.3)	(3.8)	(4.1)
Number of respondents	491	135	193	158	362	128	99	197	195	252	119	113

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing job development/placement services, percentage in schools that typically:									
Referred students to potential employers	89.6	90.7	87.2	92.5	83.9	95.3	83.6	92.5	89.8
	(4.9)	(3.7)	(3.3)	(4.1)	(2.9)	(5.5)	(4.4)	(3.0)	(4.0)
Transported students to/from interviews	53.0	57.0	64.0	65.2	57.5	36.5	50.5	63.1	62.9
	(8.0)	(6.3)	(4.8)	(7.5)	(3.9)	(12.5)	(5.9)	(5.5)	(6.4)
Trained in interviewing skills	94.4	91.1	86.3	94.7	87.2	96.8	95.1	87.6	87.1
	(3.7)	(3.6)	(3.4)	(3.5)	(2.6)	(4.6)	(2.5)	(3.7)	(4.5)
Reviewed interview experiences	74.7	83.4	75.2	73.5	77.6	82.6	77.8	80.5	76.0
	(7.0)	(4.7)	(4.3)	(7.0)	(3.3)	(9.9)	(4.9)	(4.5)	(5.7)
Helped prepare resumes	73.8	75.0	73.6	71.8	76.1	67.6	75.6	74.8	71.4
	(7.1)	(5.5)	(4.4)	(7.1)	(3.4)	(12.2)	(5.1)	(4.9)	(6.0)
Worked with employers on job modifications	53.2	51.7	60.9	59.4	55.8	36.6	48.7	60.1	59.6
	(8.0)	(6.3)	(4.9)	(7.8)	(3.9)	(12.5)	(5.9)	(5.5)	(6.5)
Number of respondents	77	123	204	85	339	29	150	162	120
Of students in schools providing job development/placement services, average number of special education students who:									
Received job placement services	29	20	19	30	19	22	22	22	20
	(4.9)	(2.4)	(1.9)	(4.6)	(1.4)	(4.3)	(2.8)	(2.6)	(2.5)
Were placed in jobs	15	12	11	15	11	16	11	14	12
	(2.1)	(1.4)	(1.0)	(1.9)	(0.8)	(3.2)	(1.1)	(1.5)	(1.4)
Number of respondents	69	120	185	83	313	26	146	145	110
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	56.5	61.6	64.6	58.0	63.1	61.2	55.0	65.1	65.9
	(4.3)	(3.7)	(3.1)	(4.4)	(2.3)	(7.6)	(3.3)	(3.4)	(4.0)
Number of respondents	65	114	178	80	300	25	137	139	108

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided postemployment services to secondary special ed. students	39.2	51.1	42.8	24.8	38.0	42.4	31.0	43.3	44.3	37.9	43.1	41.2
	(2.5)	(5.3)	(3.9)	(3.5)	(2.8)	(5.0)	(4.3)	(3.7)	(4.4)	(3.0)	(5.4)	(5.9)
Number of respondents	834	196	327	301	628	205	209	321	304	470	175	180
Of the students in schools providing postemployment services, percentage in schools providing it in:*												
Grade 10	15.3	23.1	13.4	11.6	16.0	13.3	14.2	15.5	16.5	13.0	20.8	19.6
	(3.0)	(7.5)	(4.2)	(4.5)	(3.5)	(5.6)	(5.4)	(4.6)	(5.2)	(3.6)	(7.0)	(7.2)
Grade 11	40.9	58.6	42.0	22.9	38.4	47.8	37.8	43.1	41.1	40.3	45.3	36.2
	(3.6)	(7.4)	(5.3)	(5.7)	(4.2)	(7.1)	(6.9)	(5.4)	(6.2)	(4.6)	(7.5)	(8.2)
Grade 12	56.0	72.4	59.9	36.9	53.7	62.0	49.3	58.0	60.5	55.8	57.1	54.2
	(3.4)	(6.1)	(5.0)	(5.7)	(3.9)	(6.3)	(6.7)	(4.9)	(5.6)	(4.2)	(7.1)	(7.8)
Ungraded classes	20.0	36.0	18.7	10.4	22.2	13.5	17.6	20.5	22.8	20.8	21.9	14.7
	(3.5)	(8.9)	(5.1)	(4.5)	(4.2)	(5.9)	(6.2)	(5.3)	(6.3)	(4.5)	(7.6)	(6.9)
Number of respondents	279	63	121	92	208	70	67	105	107	148	61	68
Of the students in schools providing postemployment services, percentage in schools that typically:												
Contacted only students after employment	5.4	5.2	6.5	0.0	6.3	3.4	2.3	5.2	9.5	6.5	5.3	0.6
	(1.9)	(3.3)	(3.1)	(0.0)	(2.4)	(2.8)	(2.6)	(2.8)	(4.0)	(2.6)	(4.0)	(1.5)
Contacted only employers after employment	0.3	1.0	0.0	0.0	0.5	0.0	0.0	0.0	1.3	0.0	0.0	2.5
	(0.5)	(1.5)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	(0.0)	(1.5)	(0.0)	(0.0)	(3.0)
Contacted both students and employers after employment	94.2	93.8	93.5	100	93.3	96.6	97.7	94.8	89.2	93.5	94.7	96.9
	(1.9)	(3.6)	(3.1)	(0.0)	(2.4)	(2.8)	(2.6)	(2.8)	(4.2)	(2.6)	(4.0)	(3.4)
Number of respondents	314	98	135	73	230	83	65	121	128	171	66	73
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	11.0	13.8	9.7	10.4	11.5	9.5	10.9	11.5	10.2	11.4	9.9	10.1
	(1.0)	(2.8)	(1.0)	(1.7)	(1.2)	(1.5)	(2.4)	(1.5)	(1.4)	(1.4)	(1.7)	(1.4)
Number of respondents	248	68	112	59	184	64	47	97	104	133	57	57

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* See Appendix for percentage of youth in schools that served each grade level

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 25B: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided postemployment services to secondary special ed. students	36.6	37.7	41.8	48.5	36.6	48.6	35.3	43.1	40.7
	(6.2)	(4.9)	(4.1)	(6.6)	(3.1)	(10.7)	(4.5)	(4.5)	(5.6)
Number of respondents	121	193	296	120	520	43	233	256	164
Of the students in schools providing postemployment services, percentage in schools providing it in:*									
Grade 10	13.0	17.1	17.3	17.2	17.3	9.1	9.7	23.6	14.3
	(6.3)	(6.4)	(5.1)	(8.5)	(3.9)	(8.6)	(4.7)	(6.2)	(6.2)
Grade 11	29.7	47.9	44.4	54.0	40.7	24.9	41.1	43.7	42.9
	(8.1)	(7.4)	(6.0)	(9.5)	(4.6)	(11.9)	(7.0)	(6.6)	(7.6)
Grade 12	42.9	57.8	61.4	63.9	56.4	32.6	53.4	60.7	52.9
	(8.2)	(6.8)	(5.4)	(8.4)	(4.2)	(12.9)	(6.5)	(5.9)	(7.4)
Ungraded classes	22.8	27.0	17.8	25.2	16.3	34.6	14.3	32.6	14.7
	(8.2)	(8.0)	(5.4)	(10.4)	(4.1)	(14.5)	(5.8)	(7.3)	(6.6)
Number of respondents	52	61	100	37	173	21	77	85	61
Of the students in schools providing postemployment services, percentage in schools that typically:									
Contacted only students after employment	0.4	12.6	4.5	5.0	6.8	5.9	5.8	7.1	2.1
	(1.4)	(5.6)	(2.7)	(4.3)	(2.6)	(7.1)	(3.7)	(3.7)	(2.5)
Contacted only employers after employment	1.6	0.0	0.0	1.5	0.0	0.0	1.2	0.0	0.0
	(2.7)	(0.0)	(0.0)	(2.4)	(0.0)	(0.0)	(1.7)	(0.0)	(0.0)
Contacted both students and employers after employment	98.0	87.4	95.5	93.5	93.2	94.1	93.1	92.9	97.9
	(3.0)	(5.6)	(2.7)	(4.9)	(2.6)	(7.1)	(4.0)	(3.7)	(2.5)
Number of respondents	45	69	118	54	188	23	85	102	65
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	10.8	12.7	9.2	9.2	11.2	---	10.6	10.2	11.7
	(2.8)	(2.3)	(1.4)	(2.1)	(1.3)		(1.8)	(1.5)	(2.7)
Number of respondents	25	55	100	41	152	12	59	79	56

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided life skills programs to secondary special education students	88.2	81.6	90.9	89.6	88.4	87.6	87.4	87.7	90.5	87.0	88.8	93.4
	(1.6)	(4.1)	(2.3)	(2.5)	(1.9)	(3.4)	(3.1)	(2.5)	(2.6)	(2.1)	(3.5)	(3.0)
Number of respondents	829	199	325	295	629	199	208	317	304	470	171	179
Of students in schools providing life skills programs, percentage that provided it:												
Routinely to all students	70.4	52.5	71.8	81.3	71.8	66.4	69.6	71.9	68.9	69.7	71.2	72.9
	(2.4)	(5.7)	(3.8)	(3.5)	(2.8)	(5.1)	(4.6)	(3.7)	(4.3)	(3.1)	(5.4)	(5.4)
Routinely only to special education students	15.8	27.4	12.6	11.1	14.2	20.6	17.9	12.3	19.0	16.9	11.0	15.8
	(2.0)	(5.1)	(2.8)	(2.8)	(2.1)	(4.4)	(3.8)	(2.7)	(3.6)	(2.5)	(3.8)	(4.5)
Routinely only to those with some disabilities	10.6	13.4	13.2	5.6	11.3	8.4	8.7	12.9	9.1	10.4	13.2	8.9
	(1.6)	(3.9)	(2.9)	(2.1)	(1.9)	(3.0)	(2.8)	(2.8)	(2.6)	(2.1)	(4.1)	(3.5)
Occasionally to special education students	3.2	6.6	2.4	2.0	2.7	4.6	3.8	2.9	2.9	3.0	4.4	2.4
	(0.9)	(2.8)	(1.3)	(1.2)	(1.0)	(2.3)	(1.9)	(1.4)	(1.5)	(1.2)	(2.5)	(1.9)
Rarely or never to special education students	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.2	0.0
	(0.1)	(0.4)	(0.0)	(0.0)	(0.1)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.5)	(0.0)
Number of respondents	724	170	287	257	550	173	179	274	271	405	147	164
Of students in schools providing life skills programs, percentage providing it in:*												
Grades 7 or 8	33.1	24.2	29.9	41.4	32.2	35.5	46.1	25.1	21.4	38.1	25.5	11.6
	(3.8)	(7.2)	(5.6)	(6.5)	(4.3)	(7.6)	(6.7)	(5.5)	(5.8)	(4.8)	(7.3)	(6.2)
Grades 9 or 10	79.7	74.1	77.7	85.6	79.3	80.7	76.4	80.6	83.0	78.4	84.4	79.8
	(2.4)	(5.8)	(3.9)	(3.4)	(2.9)	(4.7)	(4.8)	(3.7)	(3.9)	(3.1)	(4.7)	(5.6)
Grades 11 or 12	78.1	74.4	77.4	81.1	77.9	78.4	71.8	78.4	85.7	75.4	85.7	79.9
	(2.4)	(5.2)	(3.7)	(3.7)	(2.7)	(4.7)	(5.0)	(3.6)	(3.4)	(3.1)	(4.2)	(5.2)
Ungraded classes	68.4	68.4	65.7	71.0	72.8	55.6	66.3	74.2	60.9	69.3	68.1	63.3
	(4.0)	(8.3)	(6.1)	(6.6)	(4.4)	(8.5)	(7.4)	(5.7)	(7.1)	(5.0)	(8.3)	(9.4)
Number of respondents	289	69	122	95	217	71	72	106	111	154	65	68

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided life skills programs to secondary special education students	86.3 (4.4)	85.9 (3.5)	88.8 (2.6)	80.8 (5.2)	89.0 (2.0)	86.3 (7.3)	83.0 (3.6)	88.1 (2.9)	91.7 (3.2)
Number of respondents	122	197	289	122	516	43	233	258	160
Of students in schools providing life skills programs, percentage that provided it:									
Routinely to all students	61.5 (6.6)	72.4 (4.8)	69.7 (4.1)	63.3 (6.9)	71.0 (3.1)	53.8 (11.7)	65.0 (4.9)	69.4 (4.4)	68.9 (5.6)
Routinely only to special education students	24.0 (5.8)	15.8 (3.9)	13.5 (3.0)	19.5 (5.7)	14.4 (2.4)	34.7 (11.2)	21.3 (4.2)	18.0 (3.7)	11.2 (3.8)
Routinely only to those with some disabilities	8.2 (3.7)	10.5 (3.3)	13.1 (3.0)	11.3 (4.5)	12.3 (2.2)	4.2 (4.7)	8.6 (2.9)	10.4 (2.9)	17.1 (4.5)
Occasionally to special education students	6.2 (3.3)	1.3 (1.2)	3.8 (1.7)	5.8 (3.4)	2.2 (1.0)	6.9 (6.0)	5.0 (2.2)	2.3 (1.4)	2.8 (2.0)
Rarely or never to special education students	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.4 (1.5)	0.1 (0.3)	0.0 (0.0)	0.0 (0.0)
Number of respondents	108	169	253	105	451	35	195	225	145
Of students in schools providing life skills programs, percentage providing it in:*									
Grades 7 or 8	25.8 (8.2)	36.9 (8.0)	37.1 (6.3)	24.8 (9.7)	35.4 (4.9)	17.4 (10.4)	38.2 (7.3)	30.2 (6.6)	30.7 (8.0)
Grades 9 or 10	71.1 (7.2)	78.9 (5.0)	83.4 (3.8)	73.9 (7.1)	81.7 (3.0)	77.2 (10.6)	80.0 (4.7)	75.8 (4.7)	81.0 (5.3)
Grades 11 or 12	71.3 (6.6)	79.6 (4.6)	77.8 (4.0)	74.0 (6.6)	80.1 (2.9)	67.6 (12.0)	77.1 (4.7)	77.5 (4.3)	76.4 (5.4)
Ungraded classes	63.3 (9.3)	73.4 (7.9)	68.3 (6.5)	62.1 (11.5)	64.2 (5.2)	81.1 (11.2)	57.4 (8.0)	79.1 (6.3)	70.3 (8.3)
Number of respondents	54	62	103	38	177	24	80	87	64

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* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES (Continued)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*												
Self-care skills	37.1	32.5	40.2	36.3	37.1	37.0	40.0	32.6	41.0	38.6	37.7	30.9
	(2.7)	(5.7)	(4.2)	(4.3)	(3.1)	(5.4)	(5.0)	(4.0)	(4.7)	(3.4)	(5.9)	(5.9)
Functional skills (e.g., telling time)	89.0	92.7	91.4	85.1	88.8	89.6	88.9	89.4	88.6	89.8	88.0	86.1
	(1.7)	(3.2)	(2.4)	(3.2)	(2.0)	(3.4)	(3.2)	(2.6)	(3.1)	(2.1)	(4.0)	(4.4)
Home care skills (e.g., cooking)	85.0	73.8	84.8	91.6	85.5	83.7	81.0	87.6	86.5	84.7	86.6	85.2
	(2.0)	(5.4)	(3.1)	(2.5)	(2.3)	(4.1)	(4.0)	(2.8)	(3.3)	(2.5)	(4.2)	(4.5)
Planning/goal setting	99.6	100	98.9	100	99.4	100	99.4	99.7	99.6	99.5	100	99.3
	(0.4)	(0.0)	(0.9)	(0.0)	(0.5)	(0.0)	(0.8)	(0.5)	(0.6)	(0.5)	(0.0)	(1.1)
Social skills (e.g., conflict resolution, self expression)	99.0	98.3	98.9	99.6	98.9	99.4	99.4	98.9	98.8	99.0	99.8	98.3
	(0.5)	(1.6)	(0.9)	(0.6)	(0.7)	(0.8)	(0.8)	(0.9)	(1.0)	(0.7)	(0.6)	(1.7)
Use of community resources	92.2	93.9	91.9	92.3	91.8	93.1	89.8	93.8	92.7	91.3	93.5	94.9
	(1.5)	(2.9)	(2.4)	(2.4)	(1.8)	(2.8)	(3.1)	(2.0)	(2.5)	(2.0)	(3.0)	(2.8)
Number of respondents	681	146	275	251	512	168	168	256	257	377	138	159
Percentage in schools with life skills programs for the severely impaired that included training in:**												
Self-care skills	44.9	26.6	56.6	42.1	41.6	53.8	49.3	39.2	48.5	43.8	46.8	49.6
	(4.0)	(7.4)	(6.0)	(6.6)	(4.5)	(7.8)	(7.4)	(5.9)	(6.8)	(4.9)	(9.2)	(8.7)
Functional skills (e.g., telling time)	72.8	78.6	76.3	66.0	70.8	78.6	76.1	69.8	73.5	72.8	77.8	68.0
	(3.5)	(6.9)	(5.2)	(6.3)	(4.2)	(6.4)	(6.3)	(5.6)	(6.0)	(4.4)	(7.7)	(8.1)
Home care skills (e.g., cooking)	70.5	74.8	67.6	72.5	69.0	74.6	75.2	70.3	64.2	71.6	69.4	66.1
	(3.6)	(7.2)	(5.7)	(5.9)	(4.3)	(6.8)	(6.4)	(5.6)	(6.5)	(4.5)	(8.5)	(8.2)
Planning/goal setting	99.0	96.9	99.3	100	99.5	97.8	100	98.6	98.5	99.1	97.9	99.8
	(0.8)	(2.9)	(1.0)	(0.0)	(0.6)	(2.3)	(0.0)	(1.4)	(1.6)	(0.9)	(2.6)	(0.8)
Social skills (e.g., conflict resolution, self expression)	95.8	96.3	97.8	93.1	95.9	95.7	97.4	94.4	96.1	95.6	95.2	97.0
	(1.6)	(3.1)	(1.8)	(3.4)	(1.8)	(3.2)	(2.4)	(2.8)	(2.6)	(2.0)	(3.9)	(3.0)
Use of community resources	86.2	90.5	85.2	85.7	87.2	83.4	84.4	85.0	90.8	83.6	93.6	91.0
	(2.7)	(4.9)	(4.3)	(4.7)	(3.1)	(5.8)	(5.4)	(4.3)	(3.9)	(3.7)	(4.5)	(5.0)
Number of respondents	333	78	138	114	249	84	80	124	129	184	61	85

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.

** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*									
Self-care skills	36.9	39.9	42.4	35.9	40.0	37.0	32.8	44.0	45.9
	(6.7)	(5.5)	(4.6)	(7.2)	(3.5)	(11.4)	(5.0)	(4.9)	(6.3)
Functional skills (e.g., telling time)	91.4	94.1	89.5	91.9	91.2	94.9	91.9	93.6	89.0
	(3.9)	(2.7)	(2.8)	(4.1)	(2.0)	(5.2)	(2.9)	(2.4)	(4.0)
Home care skills (e.g., cooking)	79.3	89.4	90.1	84.0	87.9	71.0	85.1	85.3	89.0
	(5.6)	(3.5)	(2.8)	(5.5)	(2.3)	(10.7)	(3.8)	(3.5)	(4.0)
Planning/goal setting	100	100	98.9	100	99.5	100	100	99.0	100
	(0.0)	(0.0)	(1.0)	(0.0)	(0.5)	(0.0)	(0.0)	(1.0)	(0.0)
Social skills (e.g., conflict resolution, self expression)	97.5	100	98.9	97.4	99.2	100	99.9	97.4	100
	(2.1)	(0.0)	(1.0)	(2.4)	(0.6)	(0.0)	(0.4)	(1.6)	(0.0)
Use of community resources	90.9	92.2	90.4	88.9	91.0	97.9	90.6	91.6	92.3
	(4.0)	(3.0)	(2.7)	(4.7)	(2.0)	(3.4)	(3.1)	(2.8)	(3.4)
Number of respondents	105	155	235	95	422	35	186	209	132
Percentage in schools with life skills programs for the severely impaired that included training in:**									
Self-care skills	39.8	46.5	48.2	24.0	49.8	58.7	45.0	44.4	48.7
	(11.1)	(8.2)	(6.4)	(9.1)	(5.2)	(15.8)	(7.9)	(7.3)	(8.5)
Functional skills (e.g., telling time)	78.9	72.3	75.7	73.4	77.5	69.0	77.7	78.3	69.3
	(9.2)	(7.4)	(5.5)	(9.4)	(4.3)	(14.9)	(6.6)	(6.1)	(7.9)
Home care skills (e.g., cooking)	89.3	66.1	70.7	76.1	67.3	84.8	73.2	72.0	73.4
	(7.0)	(7.8)	(5.8)	(9.1)	(4.9)	(11.5)	(7.0)	(6.6)	(7.5)
Planning/goal setting	100	98.8	99.0	100	98.9	100	100	99.9	97.0
	(0.0)	(1.8)	(1.3)	(0.0)	(1.1)	(0.0)	(0.0)	(0.5)	(2.9)
Social skills (e.g., conflict resolution, self expression)	96.8	94.9	96.6	95.4	95.3	100	94.8	99.2	93.7
	(4.0)	(3.6)	(2.3)	(4.4)	(2.2)	(0.0)	(3.5)	(1.3)	(4.1)
Use of community resources	80.6	87.7	91.1	86.1	87.0	87.0	86.4	88.6	85.3
	(9.0)	(5.4)	(3.6)	(7.3)	(3.5)	(10.8)	(5.5)	(4.7)	(6.0)
Number of respondents	39	73	124	47	195	19	83	96	73

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* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*												
Self-care skills	76.5	59.2	96.8	72.7	77.5	73.6	72.7	75.3	84.1	76.9	72.9	79.0
	(4.2)	(10.2)	(3.2)	(6.1)	(4.7)	(8.8)	(8.7)	(6.1)	(6.3)	(5.4)	(9.4)	(8.6)
Functional skills (e.g., telling time)	83.4	93.4	91.1	74.7	83.5	83.1	73.6	87.3	88.4	80.6	90.6	85.1
	(3.7)	(5.1)	(5.3)	(6.0)	(4.2)	(7.5)	(8.6)	(4.7)	(5.5)	(5.0)	(6.2)	(7.5)
Home care skills (e.g., cooking)	76.4	87.9	90.9	63.4	72.9	86.4	74.0	77.1	78.4	75.4	86.0	71.0
	(4.2)	(6.7)	(5.3)	(6.6)	(5.0)	(6.8)	(8.5)	(6.0)	(7.0)	(5.5)	(7.4)	(9.6)
Planning/goal setting	88.5	98.3	95.1	80.7	87.9	90.4	83.6	91.0	90.1	85.7	94.2	94.5
	(3.1)	(2.7)	(4.0)	(5.4)	(3.7)	(5.9)	(7.2)	(4.1)	(5.1)	(4.5)	(5.0)	(4.8)
Social skills (e.g., conflict resolution, self expression)	93.4	100	96.8	88.6	94.0	91.6	84.8	96.6	98.2	91.8	96.2	97.8
	(2.4)	(0.0)	(3.2)	(4.4)	(2.7)	(5.5)	(7.0)	(2.6)	(2.3)	(3.5)	(4.1)	(3.1)
Use of community resources	89.7	100	100	79.6	88.6	93.1	88.5	91.8	87.1	88.9	90.0	93.8
	(3.0)	(0.0)	(0.0)	(5.5)	(3.6)	(5.1)	(6.2)	(3.9)	(5.7)	(4.0)	(6.4)	(5.1)
Number of respondents	219	51	60	107	167	52	47	91	81	112	46	58

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH LEARNING DISABILITIES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*									
Self-care skills	78.8 (11.6)	73.8 (8.2)	76.4 (7.3)	51.1 (13.8)	83.1 (4.7)	---	74.7 (8.6)	79.5 (7.2)	79.9 (9.1)
Functional skills (e.g., telling time)	82.4 (10.8)	86.7 (6.4)	84.2 (6.3)	83.4 (10.2)	87.1 (4.2)	---	81.2 (7.7)	83.6 (6.6)	93.9 (5.5)
Home care skills (e.g., cooking)	70.1 (12.9)	85.0 (6.7)	78.8 (7.1)	83.4 (10.2)	83.5 (4.6)	---	75.4 (8.5)	81.9 (6.8)	87.9 (7.4)
Planning/goal setting	93.8 (6.8)	89.3 (5.8)	84.2 (6.3)	97.3 (4.5)	87.2 (4.2)	---	86.9 (6.7)	84.2 (6.5)	100 (0.0)
Social skills (e.g., conflict resolution, self expression)	93.8 (6.8)	95.2 (4.0)	94.4 (4.0)	100 (0.0)	92.8 (3.2)	---	90.0 (5.9)	94.2 (4.1)	100 (0.0)
Use of community resources	90.7 (8.2)	89.7 (5.7)	85.8 (6.0)	99.7 (1.5)	87.1 (4.2)	---	88.6 (6.3)	88.5 (5.6)	93.2 (5.7)
Number of respondents	25	56	68	28	134	14	54	66	41

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* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH LEARNING DISABILITIES ATTENDED SECONDARY SCHOOL

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended secondary school in communities with educational resources that included:												
Special secondary schools for students with disabilities	63.4	79.3	60.7	53.3	62.9	64.8	63.3	66.7	57.0	66.1	58.0	55.1
	(2.5)	(4.3)	(4.0)	(4.2)	(2.9)	(5.0)	(4.6)	(3.7)	(4.6)	(3.0)	(5.6)	(6.2)
Alternative/continuation schools	60.2	86.0	64.2	36.1	58.0	66.1	62.2	60.1	57.0	61.7	56.4	55.0
	(2.5)	(3.7)	(3.8)	(4.2)	(3.0)	(4.9)	(4.6)	(3.8)	(4.5)	(3.1)	(5.5)	(6.2)
Vocational secondary schools	69.9	86.6	69.7	56.8	70.5	68.1	65.5	72.4	71.8	71.2	70.8	63.8
	(2.3)	(3.5)	(3.7)	(4.2)	(2.7)	(4.7)	(4.5)	(3.4)	(4.0)	(2.9)	(5.0)	(5.9)
Magnet secondary schools	29.1	68.6	23.5	3.4	28.4	31.1	32.5	25.0	31.5	30.7	30.3	20.5
	(2.4)	(5.0)	(3.6)	(1.6)	(2.8)	(5.0)	(4.6)	(3.5)	(4.4)	(3.1)	(5.4)	(5.1)
Postsecondary schools with programs for students with disabilities	69.0	87.9	76.6	48.5	67.5	72.9	63.5	72.5	70.5	67.8	73.4	68.6
	(2.5)	(3.8)	(3.6)	(4.3)	(2.9)	(4.8)	(4.8)	(3.6)	(4.4)	(3.1)	(5.1)	(6.1)
Number of respondents	717	158	284	249	537	178	176	282	259	404	153	150
Percentage who attended secondary school in communities with adult services that included:												
Work facilities for adults with disabilities (e.g., sheltered workshops)	81.1	94.1	86.0	66.7	80.8	81.8	79.8	81.0	83.1	82.1	80.6	77.4
	(2.0)	(2.6)	(2.7)	(3.9)	(2.3)	(4.0)	(3.8)	(3.0)	(3.3)	(2.4)	(4.3)	(5.1)
Group homes for adults with disabilities	76.4	97.9	82.1	53.7	75.3	79.5	73.9	77.7	78.1	77.0	75.2	73.9
	(2.2)	(1.6)	(3.1)	(4.4)	(2.6)	(4.3)	(4.2)	(3.3)	(3.9)	(2.8)	(4.9)	(5.5)
Public job training programs (e.g., JTPA)	87.9	98.0	94.2	74.1	85.9	93.4	84.9	87.9	92.8	86.4	90.7	92.4
	(1.7)	(1.6)	(2.0)	(3.8)	(2.1)	(2.6)	(3.5)	(2.6)	(2.4)	(2.3)	(3.4)	(3.4)
Centers for independent living	60.5	89.5	68.7	30.9	58.8	65.1	56.4	63.2	61.9	61.2	61.9	54.6
	(2.8)	(3.7)	(4.1)	(4.4)	(3.3)	(5.4)	(5.1)	(4.1)	(4.9)	(3.4)	(5.9)	(6.8)
Advocacy groups for people with disabilities	84.9	98.8	92.8	63.2	83.7	87.8	85.7	83.9	85.4	86.1	82.1	81.7
	(1.9)	(1.2)	(2.1)	(4.4)	(2.3)	(3.4)	(3.4)	(2.9)	(3.3)	(2.3)	(4.4)	(4.9)
Support or social groups for people with disabilities	80.0	97.6	86.6	55.6	78.7	83.6	78.3	81.6	79.4	79.7	78.8	82.1
	(2.2)	(1.7)	(2.9)	(4.9)	(2.6)	(4.1)	(4.2)	(3.3)	(4.0)	(2.8)	(4.9)	(5.3)
Accommodations on public transportation for people with disabilities	78.2	96.9	85.3	54.3	77.7	79.6	76.5	80.3	76.9	78.3	80.3	74.0
	(2.2)	(2.0)	(2.9)	(4.6)	(2.6)	(4.4)	(4.2)	(3.2)	(4.0)	(2.8)	(4.7)	(5.7)
Number of respondents	650	153	265	212	486	163	165	252	233	366	139	136

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH LEARNING DISABILITIES ATTENDED SECONDARY SCHOOL

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended secondary school in communities with educational resources that included:									
Special secondary schools for students with disabilities	68.0 (6.2)	52.3 (5.1)	64.6 (4.1)	73.3 (6.0)	58.5 (3.2)	73.0 (9.8)	59.4 (4.8)	61.6 (4.5)	64.4 (5.7)
Alternative/continuation schools	71.8 (6.1)	60.1 (5.1)	60.7 (4.1)	81.0 (5.4)	53.5 (3.2)	86.7 (7.4)	64.9 (4.7)	62.5 (4.4)	62.4 (5.5)
Vocational secondary schools	74.0 (5.7)	63.8 (4.9)	72.3 (3.7)	84.4 (4.8)	67.2 (3.0)	62.2 (10.4)	68.7 (4.5)	71.5 (4.1)	67.6 (5.3)
Magnet secondary schools	49.2 (6.8)	27.7 (4.7)	21.0 (3.6)	64.6 (6.5)	20.4 (2.7)	46.6 (11.6)	35.4 (4.8)	33.6 (4.5)	22.3 (5.0)
Postsecondary schools with programs for students with disabilities	68.7 (6.4)	63.8 (5.3)	77.0 (3.7)	80.6 (5.7)	66.5 (3.2)	77.2 (10.1)	65.7 (4.8)	70.4 (4.5)	77.4 (5.0)
Number of respondents	104	161	259	103	462	34	206	216	148
Percentage who attended secondary school in communities with adult services that included:									
Work facilities for adults with disabilities (e.g., sheltered workshops)	77.0 (5.5)	77.0 (4.3)	85.2 (3.0)	90.3 (4.1)	77.3 (2.7)	91.8 (6.2)	77.4 (4.1)	81.6 (3.5)	85.7 (4.0)
Group homes for adults with disabilities	77.4 (5.7)	74.2 (4.7)	80.8 (3.4)	96.8 (2.4)	71.2 (3.0)	79.7 (9.5)	75.1 (4.4)	81.0 (3.7)	80.3 (4.7)
Public job training programs (e.g., JTPA)	90.4 (4.0)	83.1 (4.2)	88.8 (2.7)	95.2 (3.0)	85.8 (2.4)	94.8 (5.3)	88.3 (3.3)	84.4 (3.5)	93.5 (3.0)
Centers for independent living	69.5 (6.8)	57.8 (5.8)	64.3 (4.4)	81.3 (5.9)	55.9 (3.5)	71.9 (12.6)	61.0 (5.4)	63.5 (4.8)	65.9 (6.1)
Advocacy groups for people with disabilities	84.6 (4.8)	83.7 (4.0)	88.1 (2.8)	97.4 (2.2)	80.5 (2.6)	97.4 (3.8)	83.1 (3.8)	85.4 (3.2)	90.7 (3.5)
Support or social groups for people with disabilities	82.5 (5.6)	78.1 (4.6)	79.2 (3.6)	97.2 (2.3)	75.1 (3.1)	80.1 (9.7)	80.4 (4.3)	79.2 (4.0)	80.6 (4.9)
Accommodations on public transportation for people with disabilities	77.2 (5.7)	76.3 (4.7)	78.8 (3.6)	92.5 (3.7)	73.0 (3.0)	78.9 (9.0)	77.0 (4.3)	76.3 (4.1)	81.4 (4.8)
Number of respondents	92	142	245	93	419	25	169	211	130

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever received:												
Job training	61.5	59.2	68.4	59.9	63.5	56.1	48.7	65.2	73.4	58.6	69.2	67.0
	(2.1)	(4.3)	(3.4)	(3.6)	(2.4)	(4.2)	(4.0)	(3.2)	(3.1)	(2.7)	(4.3)	(4.2)
Speech/language therapy	31.4	37.5	35.3	25.3	30.2	34.6	30.6	30.7	33.5	33.2	27.7	29.1
	(2.0)	(4.3)	(3.5)	(3.2)	(2.3)	(4.0)	(3.7)	(3.1)	(3.4)	(2.6)	(4.3)	(4.1)
Personal counseling/ therapy	30.5	40.0	28.3	26.0	29.7	32.9	28.6	32.7	29.6	30.5	31.2	30.6
	(2.0)	(4.3)	(3.3)	(3.2)	(2.3)	(4.0)	(3.6)	(3.1)	(3.3)	(2.5)	(4.4)	(4.2)
Occupational therapy/ life skills training	26.5	28.1	28.1	25.8	22.1	38.8	23.2	24.5	34.5	25.8	30.0	27.1
	(1.9)	(3.9)	(3.3)	(3.2)	(2.0)	(4.1)	(3.3)	(2.9)	(3.3)	(2.4)	(4.3)	(4.0)
A tutor, reader, or interpreter	35.0	35.0	37.0	34.1	35.0	35.2	32.0	36.2	37.4	36.1	33.5	34.0
	(2.0)	(4.2)	(3.5)	(3.5)	(2.4)	(4.1)	(3.7)	(3.2)	(3.5)	(2.6)	(4.5)	(4.3)
Physical therapy/mobility training	3.5	6.6	0.9	4.5	2.8	5.2	4.2	2.2	4.4	3.4	5.6	1.8
	(0.8)	(2.2)	(0.7)	(1.5)	(0.8)	(1.9)	(1.6)	(1.0)	(1.5)	(1.0)	(2.2)	(1.2)
Help with transportation because of disability	3.4	7.2	2.1	1.7	3.2	3.9	3.0	3.3	4.0	3.1	4.9	3.4
	(0.8)	(2.3)	(1.1)	(0.9)	(0.9)	(1.6)	(1.4)	(1.2)	(1.4)	(1.0)	(2.1)	(1.6)
Number of respondents	1150	277	378	370	861	286	275	405	466	599	225	311

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever received:									
Job training	59.2	59.9	69.4	61.8	64.1	46.5	59.5	65.8	61.1
	(5.0)	(4.2)	(3.3)	(5.1)	(2.6)	(8.6)	(4.0)	(3.6)	(4.6)
Speech/language therapy	40.7	35.8	36.8	31.2	37.6	33.4	33.1	37.1	42.6
	(5.0)	(4.1)	(3.5)	(4.9)	(2.7)	(8.2)	(3.8)	(3.6)	(4.7)
Personal counseling/therapy	33.7	35.5	37.4	27.0	33.9	43.2	23.1	37.4	49.4
	(4.8)	(4.1)	(3.5)	(4.7)	(2.6)	(8.5)	(3.4)	(3.6)	(4.7)
Occupational therapy/life skills training	25.8	24.9	32.0	25.1	27.3	26.5	24.9	25.0	33.9
	(4.5)	(3.7)	(3.4)	(4.5)	(2.4)	(7.6)	(3.5)	(3.3)	(4.5)
A tutor, reader, or interpreter	35.1	37.9	52.9	36.8	43.1	14.1	32.7	42.0	52.3
	(4.9)	(4.1)	(3.6)	(5.1)	(2.7)	(6.0)	(3.8)	(3.7)	(4.7)
Physical therapy/mobility training	4.6	2.5	4.6	2.7	3.9	4.7	3.0	3.0	6.0
	(2.2)	(1.3)	(1.5)	(1.7)	(1.1)	(3.7)	(1.4)	(1.3)	(2.2)
Help with transportation because of disability	5.2	2.6	3.6	4.5	3.3	5.6	2.4	3.4	5.5
	(2.3)	(1.4)	(1.4)	(2.2)	(1.0)	(4.0)	(1.2)	(1.4)	(2.2)
Number of respondents	191	268	386	193	694	64	321	359	236

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Continued)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in past year:												
Job training	48.4	46.6	56.2	47.2	49.7	44.8	44.4	57.3	39.2	55.7	62.5	8.8
	(2.1)	(4.4)	(3.6)	(3.6)	(2.4)	(4.2)	(3.9)	(3.3)	(3.4)	(2.7)	(4.5)	(2.5)
Speech/language therapy	9.9	16.4	9.9	7.2	8.3	14.3	11.8	11.4	4.7	13.1	7.1	0.0
	(1.3)	(3.3)	(2.2)	(1.9)	(1.4)	(3.0)	(2.6)	(2.1)	(1.5)	(1.9)	(2.4)	(0.0)
Personal counseling/ therapy	16.0	24.2	14.8	12.5	15.8	16.5	16.7	17.7	12.1	18.7	16.0	5.8
	(1.6)	(3.8)	(2.6)	(2.4)	(1.8)	(3.2)	(3.0)	(2.6)	(2.3)	(2.1)	(3.5)	(2.1)
Occupational therapy/ life skills training	17.9	18.1	19.0	18.7	15.0	26.0	21.4	17.0	14.2	20.8	23.9	1.7
	(1.6)	(3.4)	(2.9)	(2.8)	(1.7)	(3.7)	(3.3)	(2.5)	(2.5)	(2.2)	(4.0)	(1.2)
A tutor, reader, or interpreter	16.6	16.7	18.6	15.2	16.2	17.9	21.5	17.5	8.1	20.8	15.3	1.7
	(1.6)	(3.3)	(2.9)	(2.7)	(1.8)	(3.3)	(3.3)	(2.6)	(1.9)	(2.2)	(3.5)	(1.2)
Physical therapy/mobility training	2.2	3.7	0.6	3.2	2.1	2.5	3.9	1.0	1.8	2.7	2.2	0.3
	(0.6)	(1.7)	(0.6)	(1.3)	(0.7)	(1.3)	(1.6)	(0.7)	(0.9)	(0.9)	(1.4)	(0.5)
Help with transportation because of disability	61.6	64.2	67.8	61.8	60.3	64.9	73.5	65.9	37.4	75.3	70.1	1.8
	(2.1)	(4.2)	(3.4)	(3.6)	(2.4)	(4.1)	(3.5)	(3.2)	(3.4)	(2.4)	(4.4)	(1.2)
Number of respondents	1149	277	378	370	861	286	275	405	466	599	225	311

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in past year:									
Job training	47.6	45.7	58.1	47.7	52.0	41.8	46.2	52.4	53.4
	(5.1)	(4.2)	(3.6)	(5.2)	(2.7)	(8.5)	(4.0)	(3.8)	(4.7)
Speech/language therapy	15.4	12.1	7.8	15.3	8.4	18.1	10.5	11.0	12.4
	(3.7)	(2.8)	(1.9)	(3.8)	(1.5)	(6.7)	(2.5)	(2.4)	(3.1)
Personal counseling/therapy	20.0	16.5	19.2	16.7	16.6	22.6	13.7	18.6	25.2
	(4.1)	(3.2)	(2.8)	(3.9)	(2.0)	(7.2)	(2.8)	(2.9)	(4.1)
Occupational therapy/life skills training	20.3	13.7	21.6	17.1	18.4	14.7	16.2	16.2	23.7
	(4.1)	(2.9)	(3.0)	(4.0)	(2.1)	(6.1)	(3.0)	(2.8)	(4.0)
A tutor, reader, or interpreter	17.1	19.1	22.4	19.2	18.7	5.5	16.1	18.8	22.5
	(3.8)	(3.4)	(3.0)	(4.1)	(2.1)	(4.0)	(3.0)	(2.9)	(4.0)
Physical therapy/mobility training	2.8	0.9	2.9	2.5	2.3	0.0	0.9	1.8	4.7
	(1.7)	(0.8)	(1.2)	(1.6)	(0.8)	(0.0)	(0.8)	(1.0)	(2.0)
Help with transportation because of disability	55.7	59.1	64.1	61.1	60.0	60.0	59.0	60.5	60.1
	(5.1)	(4.2)	(3.5)	(5.1)	(2.7)	(8.6)	(4.0)	(3.7)	(4.6)
Number of respondents	191	268	386	192	694	64	320	359	235

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average number:												
Services ever received	1.9	2.1	2.0	1.7	1.8	2.0	1.7	1.9	2.1	1.9	2.0	1.9
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
Services received in past year	1.7	1.9	1.8	1.6	1.6	1.8	1.9	1.8	1.1	2.1	1.9	0.2
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.0)
Number of respondents	1184	282	387	384	892	290	283	417	484	610	236	322
Of those in secondary school in the past year, percentage receiving that year from their school:*												
Job training	53.6	47.6	62.7	52.4	55.5	48.5	42.1	61.2	62.6	53.7	57.0	---
	(2.5)	(5.0)	(4.0)	(4.2)	(2.9)	(4.8)	(4.0)	(3.4)	(5.2)	(2.7)	(4.7)	
Speech/language therapy	11.5	18.7	11.5	7.8	9.7	16.6	12.0	12.3	7.9	13.0	6.0	---
	(1.6)	(3.9)	(2.7)	(2.3)	(1.7)	(3.6)	(2.6)	(2.3)	(3.0)	(1.9)	(2.3)	
Personal counseling/therapy	14.5	25.1	11.0	11.5	14.5	14.5	15.3	14.0	13.6	15.5	10.8	---
	(1.8)	(4.4)	(2.6)	(2.7)	(2.1)	(3.4)	(2.9)	(2.4)	(3.8)	(2.0)	(3.0)	
Occupational therapy/life skills training	20.3	19.1	21.4	21.4	17.0	29.6	21.8	17.1	25.7	20.3	22.0	---
	(2.0)	(4.0)	(3.4)	(3.5)	(2.2)	(4.4)	(3.3)	(2.6)	(4.8)	(2.2)	(3.9)	
A tutor, reader, or interpreter	16.7	17.0	17.5	14.9	16.3	17.8	16.7	18.4	11.1	17.4	14.3	---
	(1.9)	(3.8)	(3.2)	(3.1)	(2.2)	(3.7)	(3.0)	(2.7)	(3.5)	(2.1)	(3.4)	
Physical therapy/mobility training	2.4	4.2	0.0	3.8	2.5	2.1	4.0	1.1	1.9	2.7	1.3	---
	(0.8)	(2.0)	(0.0)	(1.6)	(0.9)	(1.4)	(1.6)	(0.7)	(1.5)	(0.9)	(1.1)	
Help with transportation because of disability	2.4	5.0	1.5	1.3	2.4	2.6	3.1	2.1	1.8	2.6	2.0	---
	(0.8)	(2.2)	(1.0)	(1.0)	(0.9)	(1.6)	(1.4)	(1.0)	(1.4)	(0.9)	(1.3)	
Number of respondents	838	212	291	273	620	217	270	369	196	599	225	0
Of those in secondary school in the past year, average number of services received that year from school*	1.2	1.4	1.2	1.1	1.2	1.3	1.1	1.3	1.2	1.2	1.1	---
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	
Number of respondents	862	215	298	285	640	221	278	378	206	610	236	0

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average number:									
Services ever received	2.0	2.0	2.4	1.9	2.1	1.7	1.8	2.1	2.5
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
Services received in past year	1.8	1.7	1.9	1.8	1.7	1.6	1.6	1.8	2.0
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
Number of respondents	192	271	391	194	706	66	324	366	237
Of those in secondary school in the past year, percentage receiving that year from their school:*									
Job training	52.3	49.5	59.7	49.1	56.3	48.1	52.5	55.6	53.0
	(5.9)	(5.0)	(4.1)	(6.0)	(3.2)	(10.1)	(4.8)	(4.3)	(5.4)
Speech/language therapy	18.5	14.0	8.4	17.4	9.4	22.5	12.7	12.3	13.5
	(4.6)	(3.5)	(2.3)	(4.5)	(1.9)	(8.4)	(3.2)	(2.9)	(3.7)
Personal counseling/therapy	19.9	16.0	14.5	16.9	13.5	22.0	13.7	16.4	18.5
	(4.8)	(3.7)	(2.9)	(4.5)	(2.2)	(8.4)	(3.3)	(3.2)	(4.2)
Occupational therapy/life skills training	23.5	15.3	22.7	18.7	20.7	16.2	19.6	17.4	24.1
	(5.1)	(3.6)	(3.5)	(4.7)	(2.6)	(7.5)	(3.8)	(3.3)	(4.6)
A tutor, reader, or interpreter	18.5	20.7	18.1	19.5	18.0	2.7	16.7	19.5	17.8
	(4.6)	(4.1)	(3.2)	(4.7)	(2.5)	(3.3)	(3.6)	(3.4)	(4.1)
Physical therapy/mobility training	3.4	1.1	2.4	2.3	2.5	0.0	1.1	1.9	4.4
	(2.2)	(1.1)	(1.3)	(1.8)	(1.0)	(0.0)	(1.0)	(1.2)	(2.2)
Help with transportation because of disability	3.3	1.6	2.8	2.8	2.2	5.6	0.8	2.1	5.6
	(2.1)	(1.3)	(1.4)	(2.0)	(0.9)	(4.7)	(0.9)	(1.3)	(2.5)
Number of respondents	140	194	293	148	512	47	229	268	181
Of those in secondary school in the past year, average number of services received that year from school*	1.4	1.2	1.3	1.3	1.2	1.2	1.2	1.2	1.4
	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
Number of respondents	141	196	297	149	520	48	232	274	182

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* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received vocational services:												
Never	67.4	67.4	64.7	71.4	66.4	70.4	83.1	61.9	54.7	71.6	55.7	60.1
	(2.2)	(4.4)	(3.8)	(3.8)	(2.6)	(4.3)	(3.3)	(3.6)	(3.9)	(2.7)	(5.4)	(5.0)
For less than 6 months	6.7	5.9	7.4	5.9	7.1	5.7	5.2	8.0	6.9	5.9	7.6	9.8
	(1.2)	(2.2)	(2.1)	(2.0)	(1.4)	(2.2)	(2.0)	(2.0)	(2.0)	(1.4)	(2.9)	(3.1)
6 to 12 months	11.3	12.1	12.6	10.6	11.6	10.5	6.4	12.9	15.5	10.9	10.9	13.5
	(1.5)	(3.1)	(2.7)	(2.6)	(1.7)	(2.9)	(2.2)	(2.5)	(2.8)	(1.9)	(3.4)	(3.5)
13 to 24 months	10.0	10.7	11.0	8.5	10.6	8.6	4.1	12.4	14.3	9.3	15.3	8.1
	(1.4)	(2.9)	(2.5)	(2.3)	(1.7)	(2.6)	(1.8)	(2.5)	(2.7)	(1.7)	(3.9)	(2.8)
More than 24 months	4.5	4.0	4.3	3.5	4.4	4.9	1.2	4.8	8.7	2.4	10.5	8.5
	(1.0)	(1.8)	(1.6)	(1.5)	(1.1)	(2.0)	(1.0)	(1.6)	(2.2)	(0.9)	(3.3)	(2.9)
Number of respondents	938	241	318	287	704	234	226	328	384	515	179	244
Percentage received following hours of vocational services in the past year:												
None	44.8	50.7	34.9	44.2	42.6	50.5	57.8	37.4	37.6	45.8	41.4	42.7
	(2.2)	(4.6)	(3.6)	(3.7)	(2.5)	(4.3)	(4.0)	(3.3)	(3.6)	(2.8)	(4.8)	(4.9)
Fewer than 80 hours	3.7	5.0	5.1	2.1	4.1	2.7	4.7	2.4	4.6	3.4	3.2	6.1
	(0.8)	(2.0)	(1.7)	(1.1)	(1.0)	(1.4)	(1.7)	(1.0)	(1.6)	(1.0)	(1.7)	(2.3)
80 to 240 hours	27.6	24.2	32.8	27.5	27.5	28.0	29.1	28.6	23.6	28.8	26.3	23.4
	(2.0)	(3.9)	(3.6)	(3.3)	(2.3)	(3.9)	(3.7)	(3.1)	(3.2)	(2.6)	(4.3)	(4.2)
241 to 600 hours	21.5	18.5	24.7	23.0	22.6	18.3	7.9	29.1	29.0	20.3	24.6	24.6
	(1.8)	(3.6)	(3.3)	(3.1)	(2.1)	(3.4)	(2.2)	(3.1)	(3.4)	(2.3)	(4.2)	(4.2)
More than 600 hours	2.5	1.5	2.5	3.2	3.2	0.5	0.6	2.6	5.2	1.8	4.6	3.3
	(0.7)	(1.1)	(1.2)	(1.3)	(0.9)	(0.6)	(0.6)	(1.1)	(1.7)	(0.8)	(2.0)	(1.7)
Number of respondents	1070	256	352	364	803	265	270	387	413	575	219	263
Average hours of vocational services provided recipients in past year	149	127	173	156	160	120	83.0	179	199	142	176	159
	(8.4)	(16.0)	(14.9)	(14.1)	(10.3)	(13.9)	(10.9)	(13.4)	(17.1)	(10.3)	(21.6)	(19.1)
Number of respondents	1070	256	352	364	803	265	270	387	413	575	219	263

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH LEARNING DISABILITIES

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received vocational services:									
Never	65.5	69.6	65.6	64.2	66.1	85.6	67.7	68.2	64.9
	(4.9)	(3.9)	(3.5)	(5.2)	(2.7)	(6.3)	(3.8)	(3.5)	(4.5)
For less than 6 months	7.7	6.2	6.5	5.9	7.1	3.3	7.5	6.5	7.0
	(2.8)	(2.1)	(1.8)	(2.5)	(1.4)	(3.2)	(2.1)	(1.9)	(2.4)
6 to 12 months	11.7	11.6	11.7	11.2	12.0	7.1	11.1	12.5	9.4
	(3.3)	(2.7)	(2.3)	(3.4)	(1.8)	(4.6)	(2.6)	(2.5)	(2.8)
13 to 24 months	9.9	8.7	11.0	14.0	10.0	2.3	9.0	9.5	13.1
	(3.1)	(2.4)	(2.3)	(3.7)	(1.7)	(2.7)	(2.3)	(2.2)	(3.2)
More than 24 months	5.2	3.8	5.2	4.6	4.9	1.7	4.7	3.3	5.7
	(2.3)	(1.6)	(1.6)	(2.3)	(1.2)	(2.3)	(1.7)	(1.4)	(2.2)
Number of respondents	185	268	384	182	668	61	316	359	234
Percentage received following hours of vocational services in the past year:									
None	50.6	45.4	39.7	51.9	42.0	58.3	48.2	41.9	49.1
	(5.5)	(4.4)	(3.7)	(5.6)	(2.8)	(8.9)	(4.2)	(3.9)	(5.0)
Fewer than 80 hours	1.8	5.6	3.2	2.5	3.5	5.7	5.2	3.1	2.5
	(1.4)	(2.0)	(1.3)	(1.8)	(1.0)	(4.2)	(1.9)	(1.4)	(1.6)
80 to 240 hours	21.1	30.0	33.3	23.1	30.6	21.8	26.1	29.0	28.7
	(4.4)	(4.1)	(3.6)	(4.7)	(2.6)	(7.4)	(3.7)	(3.6)	(4.5)
241 to 600 hours	24.8	17.3	21.6	20.5	21.8	14.2	18.1	23.9	19.2
	(4.7)	(3.4)	(3.1)	(4.5)	(2.4)	(6.3)	(3.3)	(3.4)	(4.0)
More than 600 hours	1.7	1.7	2.1	2.0	2.2	0.0	2.5	2.2	0.5
	(1.4)	(1.1)	(1.1)	(1.6)	(0.8)	(0.0)	(1.3)	(1.2)	(0.7)
Number of respondents	164	245	349	167	635	60	287	331	205
Average hours of vocational services provided recipients in past year	155	137	150	136	157	89.7	145	156	122
	(22.7)	(16.2)	(13.6)	(22.3)	(10.9)	(24.0)	(17.3)	(14.9)	(15.8)
Number of respondents	164	245	349	167	635	60	287	331	205

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in the past year:												
Testing/assessment	11.8	12.7	15.4	8.9	12.2	10.6	7.5	15.2	12.4	11.5	20.7	4.1
	(1.5)	(3.2)	(2.9)	(2.4)	(1.8)	(2.9)	(2.3)	(2.7)	(2.6)	(1.9)	(4.4)	(2.0)
Job skills training	14.1	12.4	16.1	12.5	14.1	14.1	6.5	18.8	17.2	13.5	23.8	7.1
	(1.7)	(3.1)	(2.9)	(2.8)	(1.9)	(3.3)	(2.2)	(2.9)	(3.0)	(2.0)	(4.6)	(2.7)
Basic skills training	9.7	6.3	11.1	10.3	10.5	7.2	4.4	15.0	8.5	10.1	13.5	3.7
	(1.4)	(2.3)	(2.5)	(2.6)	(1.7)	(2.4)	(1.8)	(2.7)	(2.2)	(1.8)	(3.7)	(1.9)
Career counseling	12.9	12.0	15.3	11.9	13.3	11.7	6.5	18.3	13.1	12.8	20.4	5.8
	(1.6)	(3.1)	(2.9)	(2.7)	(1.9)	(3.0)	(2.2)	(2.9)	(2.7)	(2.0)	(4.4)	(2.4)
Job placement services	13.2	13.5	14.6	12.1	13.2	13.4	5.8	17.7	16.5	12.2	24.9	6.5
	(1.6)	(3.3)	(2.8)	(2.7)	(1.9)	(3.2)	(2.1)	(2.9)	(2.9)	(1.9)	(4.7)	(2.5)
Number of respondents	915	235	312	279	688	227	224	313	378	497	175	241
Percentage received vocational services in the past year from:**												
Secondary school	89.4	86.6	88.2	93.0	89.6	88.9	91.0	88.9	88.9	91.0	83.9	89.0
	(1.9)	(4.6)	(3.3)	(2.6)	(2.1)	(4.1)	(3.8)	(2.8)	(3.2)	(2.3)	(4.6)	(4.4)
Special school	11.4	12.5	12.6	9.5	12.3	8.7	15.0	8.0	14.7	10.4	11.9	19.0
	(2.9)	(6.2)	(4.7)	(5.0)	(3.5)	(5.1)	(7.7)	(3.5)	(5.3)	(3.6)	(5.2)	(9.6)
Postsecondary school	0.9	1.0	0.9	0.6	0.8	1.1	0.7	0.9	1.0	0.8	0.6	1.6
	(0.4)	(1.0)	(0.7)	(0.6)	(0.5)	(1.0)	(0.7)	(0.7)	(0.8)	(0.5)	(0.8)	(1.3)
Family member/friend	10.2	2.9	13.5	11.7	11.7	5.4	11.6	12.0	5.3	11.1	4.9	17.9
	(2.9)	(3.3)	(5.1)	(5.5)	(3.5)	(4.2)	(7.3)	(4.3)	(3.5)	(3.8)	(3.6)	(10.4)
Employer/military	10.2	9.5	10.0	11.6	10.9	7.9	14.6	8.1	10.6	9.1	12.8	12.0
	(2.9)	(5.7)	(4.4)	(5.5)	(3.4)	(5.0)	(8.1)	(3.6)	(4.9)	(3.5)	(5.6)	(8.8)
Vocational Rehabilitation	36.0	26.7	43.0	37.3	37.4	31.0	16.1	36.2	50.7	30.9	41.9	53.7
	(4.0)	(7.6)	(6.4)	(7.3)	(4.6)	(7.9)	(7.7)	(5.6)	(6.7)	(5.0)	(7.6)	(10.2)
Government jobs program	1.7	0.0	1.2	4.3	0.5	5.4	2.7	1.2	1.8	1.3	0.5	8.4
	(1.2)	(0.0)	(1.6)	(3.5)	(0.8)	(4.2)	(3.7)	(1.4)	(2.1)	(1.4)	(1.2)	(7.5)
Hospital/institution	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Other sources	13.9	19.2	8.4	16.8	13.1	16.5	15.1	14.1	12.4	12.3	15.0	25.1
	(3.3)	(7.6)	(4.1)	(6.4)	(3.7)	(6.9)	(8.2)	(4.5)	(5.2)	(4.0)	(5.9)	(11.6)
Number of respondents	236	57	93	68	176	60	34	107	95	126	75	35

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in the past year:									
Testing/assessment	14.0	8.8	13.3	10.8	13.2	2.4	9.7	9.0	19.7
	(3.7)	(2.4)	(2.5)	(3.4)	(1.9)	(2.7)	(2.4)	(2.2)	(3.8)
Job skills training	15.0	11.7	15.0	15.5	14.5	9.9	13.3	13.2	16.7
	(3.7)	(2.7)	(2.6)	(3.9)	(2.0)	(5.3)	(2.8)	(2.6)	(3.5)
Basic skills training	7.0	8.8	12.7	8.2	10.9	5.1	7.1	8.6	16.4
	(2.7)	(2.4)	(2.4)	(3.0)	(1.7)	(3.9)	(2.1)	(2.1)	(3.5)
Career counseling	13.7	10.1	15.8	9.4	14.7	6.9	9.1	12.4	20.4
	(3.6)	(2.6)	(2.7)	(3.2)	(2.0)	(4.5)	(2.3)	(2.5)	(3.9)
Job placement services	14.1	11.8	14.5	13.7	13.4	12.9	11.1	12.2	18.7
	(3.6)	(2.8)	(2.6)	(3.7)	(1.9)	(6.0)	(2.6)	(2.5)	(3.7)
Number of respondents	179	264	377	176	654	60	307	350	230
Percentage received vocational services in the past year from:**									
Secondary school	84.0	89.0	88.1	87.6	87.4	---	88.3	86.2	88.8
	(5.7)	(3.9)	(3.2)	(5.3)	(2.6)		(4.0)	(3.5)	(4.4)
Special school	12.8	8.1	10.2	3.1	10.8	---	7.4	12.2	10.3
	(6.5)	(4.9)	(4.0)	(3.8)	(3.3)		(4.5)	(4.9)	(5.0)
Postsecondary school	1.5	0.0	1.5	1.2	0.9	---	0.0	1.8	0.9
	(1.3)	(0.0)	(0.9)	(1.2)	(0.5)		(0.0)	(1.0)	(0.9)
Family member/friend	11.6	4.0	13.3	5.0	12.2	---	8.5	8.0	15.4
	(6.4)	(3.6)	(4.6)	(5.0)	(3.6)		(4.9)	(4.2)	(6.1)
Employer/military	17.1	7.5	9.3	13.3	9.5	---	6.1	12.0	13.2
	(7.5)	(4.9)	(3.9)	(7.7)	(3.2)		(4.2)	(5.0)	(5.7)
Vocational Rehabilitation	32.5	32.9	26.4	29.3	33.7	---	41.6	32.6	14.9
	(8.8)	(7.5)	(5.6)	(9.1)	(4.7)		(7.7)	(6.4)	(5.8)
Government jobs program	0.4	4.8	0.8	0.6	2.1	---	3.2	1.8	0.0
	(1.3)	(4.0)	(1.2)	(1.8)	(1.6)		(3.1)	(2.0)	(0.0)
Hospital/institution	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Other sources	10.8	21.3	14.8	7.2	14.2	---	9.4	17.8	15.2
	(6.2)	(7.6)	(4.8)	(5.9)	(3.8)		(5.1)	(5.9)	(6.0)
Number of respondents	50	57	110	41	177	13	69	88	75

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* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/therapy:												
Never	71.9	67.2	73.5	75.9	73.2	68.0	73.8	69.5	72.8	73.2	68.4	69.4
	(2.1)	(4.4)	(3.5)	(3.6)	(2.4)	(4.4)	(3.9)	(3.4)	(3.5)	(2.6)	(5.0)	(4.7)
For just a few days	3.2	3.9	2.3	3.7	3.2	3.1	2.5	3.2	4.1	2.5	4.7	4.7
	(0.8)	(1.8)	(1.2)	(1.6)	(1.0)	(1.6)	(1.4)	(1.3)	(1.5)	(0.9)	(2.3)	(2.2)
For a few weeks	3.2	2.7	4.3	3.1	3.3	2.7	3.1	4.1	1.8	3.5	2.8	2.3
	(0.8)	(1.5)	(1.6)	(1.4)	(1.0)	(1.5)	(1.5)	(1.5)	(1.0)	(1.1)	(1.8)	(1.5)
For a few months	7.0	8.2	6.1	6.7	7.1	6.7	9.3	6.2	5.0	7.4	7.3	4.7
	(1.2)	(2.6)	(1.9)	(2.1)	(1.4)	(2.4)	(2.6)	(1.8)	(1.7)	(1.6)	(2.8)	(2.2)
For about a year	5.8	6.1	7.2	4.3	4.7	8.9	4.2	8.5	3.6	5.4	5.7	7.7
	(1.1)	(2.2)	(2.0)	(1.7)	(1.1)	(2.7)	(1.8)	(2.1)	(1.4)	(1.3)	(2.5)	(2.7)
For several years or more	9.0	11.9	6.7	6.4	8.4	10.6	7.0	8.5	12.6	8.1	11.0	11.2
	(1.3)	(3.1)	(2.0)	(2.0)	(1.5)	(2.9)	(2.3)	(2.1)	(2.6)	(1.6)	(3.4)	(3.2)
Number of respondents	945	239	322	290	710	235	228	329	388	518	182	245
Percentage received following hours of counseling/therapy in the past year:												
None	90.3	90.6	88.9	92.3	91.6	86.7	89.9	89.8	91.7	90.0	88.9	93.7
	(1.4)	(2.8)	(2.5)	(2.3)	(1.6)	(3.3)	(2.8)	(2.3)	(2.2)	(1.8)	(3.5)	(2.6)
Less than 10 hours	2.5	2.2	2.8	2.8	2.2	3.3	3.2	1.8	2.6	2.6	4.5	0.0
	(0.8)	(1.4)	(1.3)	(1.4)	(0.8)	(1.7)	(1.6)	(1.0)	(1.3)	(1.0)	(2.3)	(0.0)
10 to 40 hours	3.9	2.1	5.7	2.0	2.8	6.9	3.9	3.6	4.2	4.0	3.1	4.1
	(0.9)	(1.4)	(1.9)	(1.2)	(0.9)	(2.5)	(1.8)	(1.5)	(1.6)	(1.2)	(1.9)	(2.1)
41 to 100 hours	1.4	2.1	1.4	0.9	1.3	1.5	1.0	1.9	1.1	1.2	2.1	1.2
	(0.6)	(1.4)	(1.0)	(0.8)	(0.6)	(1.2)	(0.9)	(1.1)	(0.8)	(0.7)	(1.6)	(1.2)
More than 100 hours	1.9	3.0	1.2	2.0	2.0	1.6	2.0	2.8	0.4	2.2	1.4	1.0
	(0.7)	(1.7)	(0.9)	(1.2)	(0.8)	(1.2)	(1.3)	(1.3)	(0.5)	(0.9)	(1.3)	(1.1)
Number of respondents	881	223	313	281	663	218	214	302	365	490	171	220
Average hours of counseling/therapy provided recipients in the past year	6.0	8.9	4.2	5.4	5.8	6.7	5.3	8.4	3.5	6.0	6.1	5.8
	(1.7)	(4.6)	(1.5)	(2.8)	(1.9)	(3.6)	(2.4)	(3.4)	(2.2)	(2.0)	(4.2)	(4.2)
Number of respondents	881	223	313	281	663	218	214	302	365	490	171	220

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy:									
Never	73.0	72.5	67.6	80.3	70.7	64.7	83.7	68.7	56.6
	(4.6)	(3.8)	(3.4)	(4.3)	(2.5)	(8.5)	(3.0)	(3.5)	(4.7)
For just a few days	2.4	2.5	4.2	2.3	3.4	2.2	1.5	3.3	5.6
	(1.6)	(1.3)	(1.4)	(1.6)	(1.0)	(2.6)	(1.0)	(1.4)	(2.2)
For a few weeks	2.6	4.4	3.5	1.5	4.0	0.0	1.2	2.0	8.8
	(1.7)	(1.8)	(1.3)	(1.3)	(1.1)	(0.0)	(0.9)	(1.1)	(2.7)
For a few months	3.7	7.6	10.2	3.7	7.4	11.7	4.5	8.2	9.8
	(1.9)	(2.3)	(2.2)	(2.0)	(1.5)	(5.7)	(1.7)	(2.1)	(2.8)
For about a year	6.9	4.6	5.8	1.9	7.1	6.1	3.7	5.9	8.5
	(2.6)	(1.8)	(1.7)	(1.5)	(1.4)	(4.3)	(1.5)	(1.8)	(2.6)
For several years or more	11.3	8.3	8.7	10.3	7.5	15.3	5.4	11.9	10.7
	(3.3)	(2.4)	(2.0)	(3.3)	(1.5)	(6.4)	(1.8)	(2.4)	(2.9)
Number of respondents	187	268	391	181	676	62	320	362	236
Percentage received following hours of counseling/therapy in the past year:									
None	91.4	91.7	87.7	93.3	90.4	88.9	95.0	90.3	82.8
	(3.1)	(2.4)	(2.4)	(2.9)	(1.7)	(6.0)	(1.8)	(2.3)	(3.7)
Less than 10 hours	2.9	2.9	2.1	2.6	2.3	2.7	0.0	2.1	6.5
	(1.9)	(1.5)	(1.1)	(1.8)	(0.9)	(3.1)	(0.0)	(1.1)	(2.4)
10 to 40 hours	3.5	2.0	5.7	1.4	4.1	5.6	2.8	4.5	4.8
	(2.0)	(1.2)	(1.7)	(1.4)	(1.1)	(4.4)	(1.4)	(1.6)	(2.1)
41 to 100 hours	0.0	1.9	1.9	1.0	1.7	0.0	1.2	0.9	2.6
	(0.0)	(1.2)	(1.0)	(1.1)	(0.7)	(0.0)	(0.9)	(0.7)	(1.6)
More than 100 hours	2.3	1.6	2.6	1.7	1.6	2.8	1.0	2.1	3.2
	(1.7)	(1.1)	(1.2)	(1.5)	(0.7)	(3.2)	(0.8)	(1.1)	(1.7)
Number of respondents	157	255	378	158	645	53	288	342	225
Average hours of counseling/therapy provided recipients in the past year	5.1	5.5	8.3	3.4	5.8	4.8	2.7	6.8	10.5
	(3.3)	(3.0)	(3.1)	(2.3)	(1.8)	(3.8)	(1.4)	(3.1)	(4.3)
Number of respondents	157	255	378	158	645	53	288	342	225

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/ therapy in the past year from:*												
Secondary school	66.2	83.9	56.5	67.5	70.0	57.1	82.8	61.0	43.5	75.3	47.5	---
	(5.9)	(8.2)	(10.0)	(11.6)	(6.8)	(11.1)	(8.4)	(8.5)	(12.1)	(6.1)	(12.9)	
Special school	11.6	20.1	7.2	5.0	14.4	5.9	11.4	14.0	6.6	14.0	6.8	---
	(4.6)	(11.0)	(5.8)	(6.2)	(6.1)	(5.8)	(9.0)	(6.8)	(6.7)	(5.9)	(7.2)	
Postsecondary school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	
Family member/friend	2.9	0.0	6.0	3.1	3.3	2.0	0.0	6.2	0.0	2.9	4.3	---
	(2.4)	(0.0)	(5.4)	(4.9)	(3.3)	(3.5)	(0.0)	(4.9)	(0.0)	(3.0)	(5.8)	
Private therapist	32.3	18.1	47.7	40.0	34.3	28.8	25.1	25.8	57.8	26.2	55.4	---
	(6.9)	(11.4)	(11.4)	(13.9)	(8.6)	(11.2)	(12.6)	(8.8)	(13.5)	(7.7)	(14.3)	
Vocational Rehabilitation	0.3	0.6	0.0	0.4	0.4	0.0	0.0	0.0	1.3	0.0	0.5	---
	(0.8)	(2.2)	(0.0)	(1.8)	(1.2)	(0.0)	(0.0)	(0.0)	(3.1)	(0.0)	(2.1)	
Hospital/institution	6.8	4.2	6.0	7.9	7.2	6.0	10.2	2.7	10.4	6.3	0.7	---
	(3.7)	(5.8)	(5.4)	(7.7)	(4.7)	(5.9)	(8.8)	(3.2)	(8.3)	(4.3)	(2.4)	
Other source	3.8	3.1	3.6	3.0	3.1	5.9	4.5	4.4	2.0	3.8	2.4	---
	(0.9)	(1.6)	(1.5)	(1.4)	(0.9)	(2.2)	(1.8)	(1.5)	(1.1)	(1.2)	(1.6)	
Number of respondents	98	25	39	25	64	34	21	45	32	59	25	14

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/ therapy in the past year from:*									
Secondary school	75.1	70.8	58.0	---	61.3	---	71.4	65.3	61.1
	(12.2)	(10.9)	(9.1)		(7.4)		(11.8)	(10.1)	(10.1)
Special school	21.2	4.5	10.6	---	10.2	---	18.2	10.2	9.1
	(12.6)	(6.1)	(6.0)		(5.2)		(11.9)	(7.2)	(6.5)
Postsecondary school	0.0	0.0	0.0	---	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)		(0.0)	(0.0)	(0.0)
Family member/friend	0.0	2.8	5.4	---	4.3	---	9.6	0.0	1.8
	(0.0)	(4.9)	(4.5)		(3.5)		(9.5)	(0.0)	(3.0)
Private therapist	19.7	37.7	37.1	---	41.2	---	16.0	28.0	44.1
	(13.2)	(14.2)	(9.6)		(8.6)		(11.9)	(10.9)	(11.3)
Vocational Rehabilitation	0.0	0.0	0.2	---	0.0	---	0.4	0.0	0.0
	(0.0)	(0.0)	(0.9)		(0.0)		(2.0)	(0.0)	(0.0)
Hospital/institution	17.8	0.5	4.7	---	3.7	---	0.0	9.4	8.7
	(12.7)	(2.0)	(4.2)		(3.3)		(0.0)	(7.1)	(6.4)
Other source	5.1	2.3	3.8	---	3.5	---	2.1	4.0	6.8
	(2.4)	(1.3)	(1.4)		(1.0)		(1.2)	(1.5)	(2.4)
Number of respondents	18	23	51	13	69	8	20	35	41

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* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received OT/life skills training:												
Never	84.6	83.0	84.0	87.6	86.3	79.9	85.7	84.8	82.9	84.3	83.5	87.1
	(1.7)	(3.6)	(3.0)	(2.8)	(1.9)	(3.8)	(3.1)	(2.7)	(3.0)	(2.2)	(4.1)	(3.4)
For fewer than 12 months	5.6	3.9	7.4	4.6	5.6	5.9	5.5	5.4	6.2	5.4	6.5	5.6
	(1.1)	(1.8)	(2.1)	(1.8)	(1.3)	(2.2)	(2.0)	(1.7)	(1.9)	(1.4)	(2.7)	(2.4)
12 to 24 months	5.9	7.5	4.6	6.0	4.7	9.4	4.1	6.8	6.9	5.9	6.8	4.7
	(1.1)	(2.5)	(1.7)	(2.0)	(1.2)	(2.8)	(1.8)	(1.9)	(2.0)	(1.4)	(2.8)	(2.2)
25 to 48 months	2.3	2.9	3.0	0.9	2.6	1.2	3.2	1.0	3.0	2.2	3.0	2.1
	(0.7)	(1.6)	(1.4)	(0.8)	(0.9)	(1.1)	(1.6)	(0.7)	(1.3)	(0.9)	(1.9)	(1.5)
More than 48 months	1.6	2.7	1.1	1.0	0.8	3.6	1.5	2.0	1.0	2.1	0.1	0.4
	(0.6)	(1.6)	(0.8)	(0.8)	(0.5)	(1.8)	(1.1)	(1.1)	(0.8)	(0.9)	(0.4)	(0.6)
Number of respondents	933	237	317	287	705	228	227	321	385	513	174	246
Percentage received following hours of OT/life skills training in the past year:												
None	93.4	93.5	93.8	92.2	93.8	92.4	90.9	93.5	96.7	92.7	92.9	97.6
	(1.2)	(2.4)	(2.0)	(2.3)	(1.4)	(2.6)	(2.6)	(1.9)	(1.4)	(1.6)	(2.9)	(1.6)
40 hours or fewer	0.4	0.3	0.6	0.5	0.6	0.0	0.4	0.6	0.3	0.5	0.0	0.5
	(0.3)	(0.5)	(0.6)	(0.6)	(0.4)	(0.1)	(0.6)	(0.6)	(0.4)	(0.4)	(0.0)	(0.8)
41 to 100 hours	1.2	0.6	1.3	1.8	0.8	2.3	1.6	1.2	0.7	1.5	1.2	0.0
	(0.5)	(0.8)	(0.9)	(1.1)	(0.5)	(1.5)	(1.2)	(0.8)	(0.7)	(0.7)	(1.2)	(0.0)
101 to 240 hours	3.3	4.1	3.0	3.4	2.9	4.6	5.2	3.0	1.2	4.1	2.0	1.0
	(0.9)	(1.9)	(1.4)	(1.5)	(0.9)	(2.1)	(2.0)	(1.3)	(0.9)	(1.2)	(1.6)	(1.0)
241 to 480 hours	1.2	0.6	1.0	2.0	1.6	0.1	1.9	1.3	0.1	1.0	2.8	0.1
	(0.5)	(0.8)	(0.8)	(1.2)	(0.7)	(0.3)	(1.2)	(0.9)	(0.3)	(0.6)	(1.8)	(0.4)
More than 480 hours	0.4	0.8	0.3	0.1	0.4	0.6	0.0	0.4	1.0	0.2	1.1	0.8
	(0.3)	(0.9)	(0.5)	(0.2)	(0.3)	(0.8)	(0.0)	(0.5)	(0.8)	(0.3)	(1.1)	(0.9)
Number of respondents	880	225	310	280	665	215	214	303	363	488	170	222

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received OT/life skills training:									
Never	84.7 (3.7)	85.5 (3.0)	83.9 (2.7)	85.7 (3.8)	85.4 (2.0)	82.0 (6.9)	87.4 (2.7)	86.2 (2.6)	78.7 (3.9)
For fewer than 12 months	4.5 (2.2)	4.9 (1.9)	7.4 (1.9)	2.5 (1.7)	5.5 (1.3)	9.1 (5.2)	3.8 (1.6)	5.0 (1.7)	9.5 (2.8)
12 to 24 months	6.3 (2.5)	5.0 (1.9)	5.8 (1.7)	6.8 (2.7)	5.7 (1.3)	4.2 (3.6)	5.2 (1.8)	4.0 (1.5)	8.7 (2.7)
25 to 48 months	1.6 (1.3)	3.7 (1.6)	1.9 (1.0)	2.3 (1.6)	2.2 (0.8)	2.4 (2.7)	2.0 (1.2)	2.9 (1.3)	1.9 (1.3)
More than 48 months	2.9 (1.7)	0.8 (0.8)	0.9 (0.7)	2.7 (1.7)	1.2 (0.6)	2.3 (2.7)	1.5 (1.0)	1.9 (1.0)	1.2 (1.1)
Number of respondents	186	264	388	178	667	61	316	359	233
Percentage received following hours of OT/life skills training in the past year:									
None	92.8 (2.9)	93.1 (2.2)	93.1 (1.8)	95.4 (2.4)	93.2 (1.4)	95.5 (3.9)	95.3 (1.8)	94.1 (1.8)	89.5 (3.0)
40 hours or fewer	0.0 (0.0)	0.2 (0.4)	1.1 (0.8)	0.0 (0.0)	0.6 (0.5)	0.1 (0.5)	0.0 (0.0)	0.2 (0.3)	1.6 (1.2)
41 to 100 hours	1.6 (1.4)	0.7 (0.7)	1.4 (0.9)	0.9 (1.1)	1.0 (0.6)	0.0 (0.0)	2.6 (1.3)	0.3 (0.4)	0.8 (0.9)
101 to 240 hours	3.3 (2.0)	3.4 (1.6)	3.7 (1.4)	1.5 (1.4)	3.7 (1.1)	2.7 (3.0)	1.6 (1.1)	3.5 (1.4)	5.8 (2.3)
241 to 480 hours	2.4 (1.7)	1.7 (1.1)	0.1 (0.2)	1.6 (1.4)	1.0 (0.6)	1.8 (2.5)	0.2 (0.4)	1.6 (1.0)	1.9 (1.3)
More than 480 hours	0.0 (0.0)	0.8 (0.8)	0.5 (0.5)	0.7 (0.9)	0.4 (0.4)	0.0 (0.0)	0.3 (0.5)	0.3 (0.4)	0.4 (0.6)
Number of respondents	160	255	382	157	643	54	287	344	228

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of OT/life skills training provided recipients in the past year	13.9	14.4	13.0	14.8	13.7	14.5	17.1	13.8	9.7	13.7	22.2	6.4
	(3.3)	(6.9)	(5.3)	(5.3)	(3.8)	(6.7)	(5.6)	(5.4)	(5.7)	(3.7)	(10.7)	(5.8)
Number of respondents	880	225	310	280	665	215	214	303	363	488	170	222
Percentage received OT/life skills training in the past year from:*												
Secondary school	8.3	9.2	6.8	9.5	7.4	10.2	12.0	5.3	6.6	9.2	---	---
	(1.6)	(3.5)	(2.4)	(3.0)	(1.8)	(3.3)	(3.0)	(1.8)	(3.4)	(1.8)		
Special school	1.3	0.0	0.4	0.0	0.0	4.3	0.0	3.3	0.7	1.4	---	---
	(1.9)	(0.0)	(1.9)	(0.0)	(0.0)	(5.9)	(0.0)	(4.9)	(2.8)	(2.2)		
Postsecondary school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	---
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		
Private therapist	2.9	10.1	0.0	0.0	1.9	4.7	0.0	4.8	8.3	0.0	---	---
	(3.2)	(11.5)	(0.0)	(0.0)	(3.3)	(6.4)	(0.0)	(6.3)	(10.3)	(0.0)		
Vocational Rehabilitation	2.9	0.0	4.9	3.1	1.7	5.2	0.0	0.0	19.2	0.0	---	---
	(3.2)	(0.0)	(6.9)	(5.7)	(3.1)	(6.6)	(0.0)	(0.0)	(14.7)	(0.0)		
Hospital/institution	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---	---
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		
Other source	11.5	14.8	9.9	11.2	13.9	7.1	4.3	18.0	20.4	6.6	---	---
	(5.9)	(13.1)	(9.5)	(10.3)	(8.2)	(7.7)	(5.8)	(11.1)	(15.1)	(5.2)		
Number of respondents	60	15	20	19	37	23	22	21	17	42	10	8

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of OT/life skills training provided recipients in the past year	15.7 (7.2)	18.1 (7.4)	11.2 (4.2)	14.2 (9.1)	13.7 (3.7)	11.0 (10.0)	8.2 (4.3)	14.9 (5.4)	18.1 (6.4)
Number of respondents	160	255	382	157	643	54	287	344	228
Percentage received OT/life skills training in the past year from:*									
Secondary school	---	10.2 (3.7)	8.4 (2.7)	---	10.2 (2.3)	---	10.9 (3.6)	7.7 (2.8)	13.1 (4.4)
Special school	---	0.0 (0.0)	3.8 (4.9)	---	1.9 (2.9)	---	0.0 (0.0)	0.0 (0.0)	3.7 (5.5)
Postsecondary school	---	0.0 (0.0)	0.0 (0.0)	---	0.0 (0.0)	---	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Private therapist	---	5.7 (8.1)	3.7 (5.2)	---	4.2 (4.4)	---	0.0 (0.0)	0.0 (0.0)	8.5 (8.9)
Vocational Rehabilitation	---	3.7 (6.6)	4.4 (5.6)	---	1.5 (2.7)	---	4.5 (7.5)	0.0 (0.0)	4.3 (6.4)
Hospital/institution	---	0.0 (0.0)	0.0 (0.0)	---	0.0 (0.0)	---	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Other source	---	9.5 (10.3)	20.2 (11.0)	---	10.8 (6.9)	---	6.8 (9.1)	17.2 (11.9)	12.1 (10.4)
Number of respondents	14	16	27	8	43	5	16	21	21

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* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage used a tutor/reader/ interpreter:												
Never	60.8	64.6	58.7	58.4	61.1	60.1	64.6	58.8	58.7	61.6	60.7	57.3
	(2.3)	(4.5)	(3.9)	(4.2)	(2.7)	(4.6)	(4.2)	(3.7)	(3.9)	(2.9)	(5.3)	(5.1)
For just a few days	0.8	1.7	0.8	0.2	0.5	1.8	0.4	0.4	2.1	0.7	1.0	1.4
	(0.4)	(1.2)	(0.7)	(0.4)	(0.4)	(1.2)	(0.5)	(0.5)	(1.1)	(0.5)	(1.1)	(1.2)
For a few weeks	2.5	1.0	2.8	4.2	3.0	1.3	1.3	3.5	2.7	2.4	2.0	3.3
	(0.7)	(1.0)	(1.3)	(1.7)	(0.9)	(1.1)	(1.0)	(1.4)	(1.3)	(0.9)	(1.5)	(1.8)
For a few months	7.1	9.0	6.0	6.4	6.9	7.8	7.0	7.4	6.9	7.4	5.7	7.2
	(1.2)	(2.7)	(1.9)	(2.1)	(1.4)	(2.5)	(2.2)	(2.0)	(2.0)	(1.6)	(2.5)	(2.7)
For about a year	5.1	4.0	4.3	6.8	5.2	5.0	5.7	4.6	5.2	5.5	4.8	3.7
	(1.0)	(1.9)	(1.6)	(2.1)	(1.2)	(2.1)	(2.0)	(1.6)	(1.7)	(1.4)	(2.3)	(1.9)
For several years or more	23.6	19.6	27.4	24.0	23.4	24.1	21.1	25.3	24.4	22.4	25.8	27.2
	(2.0)	(3.7)	(3.6)	(3.6)	(2.3)	(4.0)	(3.6)	(3.3)	(3.4)	(2.5)	(4.8)	(4.6)
Number of respondents	935	239	318	285	702	233	229	326	380	517	178	240
Percentage used following hours of a tutor/reader/interpreter in the past year:												
None	83.8	86.7	81.5	83.3	83.9	83.5	78.3	82.4	93.5	80.3	86.8	97.5
	(1.8)	(3.3)	(3.2)	(3.2)	(2.1)	(3.7)	(3.8)	(3.0)	(2.0)	(2.4)	(3.8)	(1.7)
Fewer than 40 hours	2.3	2.0	3.2	1.7	2.0	3.4	3.6	1.8	1.6	2.8	2.4	0.2
	(0.7)	(1.4)	(1.4)	(1.1)	(0.8)	(1.8)	(1.7)	(1.0)	(1.0)	(1.0)	(1.7)	(0.4)
40 to 100 hours	2.0	2.6	1.7	2.0	1.6	3.2	2.9	2.1	0.6	2.3	2.2	0.5
	(0.7)	(1.5)	(1.1)	(1.2)	(0.7)	(1.7)	(1.5)	(1.1)	(0.6)	(0.9)	(1.7)	(0.7)
101 to 240 hours	5.5	4.5	7.5	4.2	5.8	4.7	6.2	7.4	1.7	7.0	1.8	1.9
	(1.1)	(2.0)	(2.2)	(1.7)	(1.3)	(2.1)	(2.2)	(2.0)	(1.0)	(1.6)	(1.5)	(1.4)
241 to 480 hours	3.8	2.1	3.7	5.9	4.1	3.1	5.0	4.0	2.1	4.6	4.1	0.0
	(0.9)	(1.4)	(1.5)	(2.0)	(1.1)	(1.7)	(2.0)	(1.5)	(1.2)	(1.3)	(2.2)	(0.0)
More than 480 hours	2.5	2.0	2.5	2.8	2.7	2.1	4.2	2.4	0.5	3.0	2.8	0.0
	(0.8)	(1.4)	(1.3)	(1.4)	(0.9)	(1.4)	(1.8)	(1.2)	(0.6)	(1.0)	(1.9)	(0.0)
Number of respondents	875	226	305	278	660	215	213	301	361	486	168	221

Source: Parent interviews

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage used a tutor/reader/ interpreter:									
Never	65.6	64.4	48.7	63.2	57.6	87.3	67.8	60.6	48.7
	(4.9)	(4.1)	(3.6)	(5.2)	(2.8)	(5.9)	(3.8)	(3.7)	(4.7)
For just a few days	1.8	0.4	0.2	2.2	0.5	0.0	1.2	1.0	0.0
	(1.4)	(0.6)	(0.3)	(1.6)	(0.4)	(0.0)	(0.9)	(0.8)	(0.0)
For a few weeks	1.3	1.0	5.4	1.6	3.0	0.2	1.5	2.8	3.9
	(1.2)	(0.9)	(1.6)	(1.3)	(1.0)	(0.9)	(1.0)	(1.2)	(1.8)
For a few months	7.0	5.2	10.6	7.7	7.7	2.2	4.4	8.7	9.5
	(2.6)	(1.9)	(2.2)	(2.9)	(1.5)	(2.6)	(1.7)	(2.1)	(2.8)
For about a year	4.8	5.8	4.4	7.9	4.7	2.0	5.4	4.9	5.6
	(2.2)	(2.0)	(1.5)	(2.9)	(1.2)	(2.4)	(1.9)	(1.6)	(2.2)
For several years or more	19.6	23.2	30.7	17.4	26.6	8.3	19.7	22.0	32.2
	(4.1)	(3.6)	(3.3)	(4.1)	(2.5)	(4.9)	(3.3)	(3.1)	(4.4)
Number of respondents	186	268	388	178	668	63	312	362	237
Percentage used following hours of a tutor/reader/interpreter in the past year:									
None	83.2	84.0	81.4	82.4	83.4	99.4	84.7	84.7	80.1
	(4.2)	(3.2)	(2.9)	(4.4)	(2.1)	(1.5)	(3.1)	(2.8)	(3.9)
Fewer than 40 hours	2.3	1.2	4.2	3.5	2.4	0.0	2.9	2.1	2.3
	(1.6)	(0.9)	(1.5)	(2.1)	(0.9)	(0.0)	(1.5)	(1.1)	(1.4)
40 to 100 hours	2.2	0.9	3.4	1.8	1.9	0.6	1.3	1.9	3.3
	(1.6)	(0.8)	(1.3)	(1.5)	(0.8)	(1.5)	(1.0)	(1.1)	(1.7)
101 to 240 hours	4.3	5.6	6.8	6.4	5.2	0.0	4.0	6.0	6.8
	(2.3)	(2.0)	(1.8)	(2.8)	(1.3)	(0.0)	(1.7)	(1.8)	(2.4)
241 to 480 hours	6.0	3.8	3.0	3.6	4.2	0.0	3.8	3.4	4.7
	(2.6)	(1.7)	(1.2)	(2.1)	(1.1)	(0.0)	(1.7)	(1.4)	(2.1)
More than 480 hours	2.0	4.6	1.3	2.4	3.0	0.0	3.2	1.9	2.8
	(1.5)	(1.8)	(0.8)	(1.7)	(1.0)	(0.0)	(1.5)	(1.1)	(1.6)
Number of respondents	159	254	376	157	639	55	280	344	227

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours provided to recipients of a tutor/reader/interpreter in the past year	54.5	35.5	71.8	51.8	59.0	41.6	85.8	51.9	16.0	65.4	52.5	3.8
	(11.6)	(14.5)	(27.7)	(13.1)	(14.6)	(15.1)	(31.7)	(13.1)	(6.8)	(16.2)	(22.7)	(2.9)
Number of respondents	875	226	305	278	660	215	213	301	361	486	168	221
Percentage whose tutor/reader/interpreter in the past year was:*												
Staff from secondary school	82.6	88.9	77.3	82.7	82.3	83.4	74.3	95.3	68.0	82.6	92.2	---
	(4.2)	(7.1)	(7.6)	(7.3)	(5.0)	(7.4)	(7.5)	(3.3)	(11.8)	(4.5)	(6.4)	
Staff from a special school	1.6	1.7	2.8	0.4	1.7	1.4	2.9	0.0	2.3	1.6	1.7	---
	(1.5)	(3.2)	(3.3)	(1.2)	(1.9)	(2.6)	(3.1)	(0.0)	(4.2)	(1.7)	(3.4)	
From a postsecondary school	0.1	0.0	0.0	0.2	0.1	0.0	0.0	0.0	0.3	0.1	0.0	---
	(0.1)	(0.0)	(0.0)	(0.4)	(0.2)	(0.0)	(0.0)	(0.0)	(0.4)	(0.2)	(0.0)	
A family member/friend	21.0	14.2	15.2	31.6	19.2	25.5	24.5	15.3	28.4	21.2	12.6	---
	(4.9)	(9.0)	(7.1)	(9.3)	(5.7)	(9.6)	(8.0)	(6.1)	(12.7)	(5.4)	(8.7)	
Another student	1.1	0.0	1.4	0.0	0.8	2.0	0.0	0.0	10.5	0.0	0.0	---
	(1.3)	(0.0)	(2.4)	(0.0)	(1.3)	(3.1)	(0.0)	(0.0)	(8.6)	(0.0)	(0.0)	
A private tutor/aide	4.8	0.0	9.3	1.6	4.4	5.6	7.1	3.3	0.0	5.4	1.8	---
	(2.6)	(0.0)	(5.7)	(2.5)	(3.0)	(5.0)	(4.8)	(3.1)	(0.0)	(3.0)	(3.5)	
From Vocational Rehabilitation	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	
From another source	1.1	1.6	1.0	0.9	0.9	1.5	1.8	0.5	1.1	1.2	1.0	---
	(0.5)	(1.2)	(0.8)	(0.8)	(0.5)	(1.1)	(1.2)	(0.5)	(0.8)	(0.6)	(1.1)	
Number of respondents	142	33	52	51	99	43	51	61	30	105	29	8

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours provided to recipients of a tutor/reader/interpreter in the past year	78.8	58.8	37.3	52.7	60.4	0.3	48.1	57.7	61.7
	(42.1)	(15.4)	(9.8)	(22.4)	(15.0)	(0.7)	(13.8)	(23.6)	(20.4)
Number of respondents	159	254	376	157	639	55	280	344	227
Percentage whose tutor/reader/interpreter in the past year was:*									
Staff from secondary school	90.7	90.0	67.8	89.8	79.9	---	85.3	87.7	66.4
	(7.4)	(6.3)	(7.7)	(8.0)	(5.3)		(7.5)	(6.0)	(9.8)
Staff from a special school	0.0	0.0	2.8	1.3	1.8	---	0.4	0.3	3.7
	(0.0)	(0.0)	(2.9)	(3.2)	(1.9)		(1.3)	(1.1)	(4.1)
From a postsecondary school	0.0	0.0	0.2	0.0	0.1	---	0.2	0.0	0.0
	(0.0)	(0.0)	(0.3)	(0.0)	(0.2)		(0.4)	(0.0)	(0.0)
A family member/friend	21.0	20.0	22.4	11.6	23.8	---	20.2	14.5	28.9
	(10.5)	(9.0)	(7.2)	(9.2)	(6.0)		(8.8)	(7.0)	(9.7)
Another student	0.0	0.0	2.9	0.0	1.6	---	0.0	0.0	3.8
	(0.0)	(0.0)	(2.9)	(0.0)	(1.8)		(0.0)	(0.0)	(4.1)
A private tutor/aide	0.0	1.8	9.0	7.0	4.7	---	1.6	0.0	14.3
	(0.0)	(2.9)	(5.0)	(7.3)	(3.0)		(2.7)	(0.0)	(7.5)
From Vocational Rehabilitation	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
From another source	0.0	0.7	2.8	0.0	1.4	---	0.2	2.1	1.1
	(0.0)	(0.7)	(1.2)	(0.0)	(0.7)		(0.4)	(1.1)	(1.0)
Number of respondents	30	39	67	26	103	5	44	52	46

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* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received speech/ language therapy:												
Never	64.6	62.8	59.1	70.2	65.1	62.9	66.1	63.9	63.5	64.0	67.7	64.0
	(2.3)	(4.6)	(3.9)	(3.8)	(2.6)	(4.6)	(4.2)	(3.6)	(3.7)	(2.9)	(5.0)	(4.9)
For just a few days	0.6	0.4	0.9	0.7	0.4	1.3	0.3	0.6	1.2	0.5	1.4	0.6
	(0.4)	(0.6)	(0.8)	(0.7)	(0.4)	(1.1)	(0.5)	(0.6)	(0.9)	(0.4)	(1.3)	(0.8)
For a few weeks	1.9	1.9	2.2	2.2	2.1	1.4	0.3	2.1	3.9	1.1	2.5	5.0
	(0.7)	(1.3)	(1.2)	(1.2)	(0.8)	(1.1)	(0.5)	(1.1)	(1.5)	(0.6)	(1.7)	(2.2)
For a few months	4.7	3.4	4.7	5.5	4.3	6.0	7.5	3.1	3.5	5.4	3.8	2.7
	(1.0)	(1.7)	(1.7)	(1.9)	(1.1)	(2.3)	(2.3)	(1.3)	(1.4)	(1.4)	(2.0)	(1.7)
For about a year	8.2	9.8	9.6	4.5	8.9	6.1	9.1	8.8	6.0	9.3	4.0	7.4
	(1.3)	(2.8)	(2.4)	(1.7)	(1.6)	(2.3)	(2.5)	(2.1)	(1.8)	(1.7)	(2.1)	(2.7)
For several years or more	20.0	21.7	23.6	16.9	19.2	22.3	16.8	21.6	21.8	19.8	20.5	20.3
	(1.9)	(3.9)	(3.4)	(3.1)	(2.1)	(4.0)	(3.3)	(3.1)	(3.2)	(2.4)	(4.3)	(4.1)
Number of respondents	939	240	319	287	708	231	226	325	388	511	183	245
Percentage received following hours of speech/language therapy in the past year:												
None	92.7	91.3	91.5	93.9	92.7	92.6	90.4	91.3	97.7	90.6	95.3	100
	(1.3)	(2.7)	(2.2)	(2.0)	(1.5)	(2.6)	(2.7)	(2.2)	(1.2)	(1.8)	(2.3)	(0.0)
Fewer than 40 hours	1.3	0.5	2.0	1.4	1.2	1.6	1.6	0.9	1.4	1.3	2.4	0.0
	(0.5)	(0.7)	(1.1)	(1.0)	(0.6)	(1.2)	(1.2)	(0.7)	(0.9)	(0.7)	(1.7)	(0.0)
40 to 100 hours	2.8	3.5	1.7	3.9	2.9	2.6	4.6	2.9	0.4	3.9	0.7	0.0
	(0.8)	(1.8)	(1.0)	(1.6)	(0.9)	(1.6)	(1.9)	(1.3)	(0.5)	(1.2)	(0.9)	(0.0)
101 to 240 hours	2.5	4.7	2.8	0.8	2.3	3.2	2.9	3.6	0.5	3.3	1.7	0.0
	(0.8)	(2.0)	(1.3)	(0.8)	(0.8)	(1.7)	(1.5)	(1.4)	(0.6)	(1.1)	(1.4)	(0.0)
More than 240 hours	0.7	0.0	2.0	0.0	1.0	0.0	0.6	1.3	0.0	1.0	0.0	0.0
	(0.4)	(0.0)	(1.1)	(0.0)	(0.5)	(0.0)	(0.7)	(0.9)	(0.0)	(0.6)	(0.0)	(0.0)
Number of respondents	887	226	312	283	671	216	213	305	369	488	175	224

Source: Parent interviews

Table 33B: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received speech/ language therapy:									
Never	60.9	64.6	64.0	70.7	61.6	71.4	68.6	64.0	57.8
	(5.0)	(4.1)	(3.5)	(4.9)	(2.7)	(8.1)	(3.8)	(3.6)	(4.7)
For just a few days	0.4	0.7	1.0	0.0	0.6	1.5	0.9	0.0	1.4
	(0.6)	(0.7)	(0.7)	(0.0)	(0.4)	(2.2)	(0.8)	(0.0)	(1.1)
For a few weeks	2.6	1.8	2.1	1.4	2.2	1.5	1.3	3.4	0.7
	(1.6)	(1.1)	(1.0)	(1.3)	(0.8)	(2.2)	(0.9)	(1.4)	(0.8)
For a few months	5.6	5.6	4.1	3.1	5.4	3.6	3.2	4.0	8.6
	(2.4)	(2.0)	(1.4)	(1.9)	(1.3)	(3.3)	(1.4)	(1.5)	(2.7)
For about a year	10.9	6.5	8.1	6.1	8.6	9.5	5.6	10.7	9.0
	(3.2)	(2.1)	(2.0)	(2.6)	(1.6)	(5.2)	(1.9)	(2.3)	(2.7)
For several years or more	19.7	20.8	20.7	18.7	21.7	12.4	20.5	17.9	22.5
	(4.1)	(3.5)	(2.9)	(4.2)	(2.3)	(5.9)	(3.3)	(2.9)	(4.0)
Number of respondents	188	269	385	180	670	62	317	362	234
Percentage received following hours of speech/language therapy in the past year:									
None	90.7	90.6	94.9	89.2	93.7	94.8	94.3	92.5	90.5
	(3.2)	(2.5)	(1.6)	(3.6)	(1.4)	(4.2)	(2.0)	(2.0)	(2.8)
Fewer than 40 hours	0.7	1.3	1.8	1.2	1.3	0.0	0.5	2.3	0.9
	(0.9)	(1.0)	(1.0)	(1.3)	(0.6)	(0.0)	(0.6)	(1.2)	(0.9)
40 to 100 hours	5.4	3.4	1.2	3.8	2.5	2.4	2.7	1.5	5.4
	(2.5)	(1.6)	(0.8)	(2.2)	(0.9)	(2.9)	(1.4)	(1.0)	(2.2)
101 to 240 hours	3.2	3.9	1.5	5.7	1.5	2.7	2.5	3.5	1.4
	(2.0)	(1.7)	(0.9)	(2.7)	(0.7)	(3.1)	(1.3)	(1.4)	(1.1)
More than 240 hours	0.0	0.9	0.6	0.0	1.0	0.0	0.0	0.2	1.7
	(0.0)	(0.8)	(0.6)	(0.0)	(0.6)	(0.0)	(0.0)	(0.4)	(1.3)
Number of respondents	159	258	380	158	649	54	287	346	228

Source: Parent interviews.

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of speech/language therapy provided recipients in the past year	10.1	8.9	17.1	5.0	11.0	7.3	11.3	14.9	1.2	13.7	3.3	0.0
	(2.5)	(3.1)	(6.5)	(1.9)	(3.2)	(3.0)	(4.0)	(5.5)	(0.8)	(3.7)	(2.1)	(0.0)
Number of respondents	887	226	312	283	671	216	213	305	369	488	175	224
Percentage received speech/language therapy in the past year from:*												
Secondary school	95.1	100	91.6	---	92.9	98.5	96.3	96.8	---	97.3	---	---
	(3.4)	(0.0)	(7.1)		(5.2)	(3.0)	(4.5)	(3.7)		(2.6)		
Special school	9.9	15.9	9.3	---	13.1	2.3	6.7	12.0	---	8.7	---	---
	(5.5)	(11.0)	(8.5)		(7.8)	(4.7)	(7.3)	(8.0)		(5.4)		
Postsecondary school	0.9	0.0	2.5	---	0.0	2.9	0.0	0.0	---	0.0	---	---
	(1.9)	(0.0)	(4.7)		(0.0)	(5.5)	(0.0)	(0.0)		(0.0)		
Family member/friend	1.3	0.0	0.2	---	1.8	0.2	0.0	2.6	---	1.3	---	---
	(2.2)	(0.0)	(1.2)		(3.2)	(1.4)	(0.0)	(4.1)		(2.3)		
Private therapist	1.8	0.0	4.8	---	2.6	0.0	0.0	0.0	---	0.0	---	---
	(2.6)	(0.0)	(6.4)		(3.8)	(0.0)	(0.0)	(0.0)		(0.0)		
Vocational Rehabilitation	1.8	0.0	0.0	---	2.6	0.0	0.0	0.0	---	0.0	---	---
	(2.6)	(0.0)	(0.0)		(3.8)	(0.0)	(0.0)	(0.0)		(0.0)		
Hospital/institution	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	---	0.0	---	---
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)		(0.0)		
Other agency	1.8	4.6	0.0	---	0.0	5.7	4.1	0.0	---	2.0	---	---
	(2.6)	(6.9)	(0.0)		(0.0)	(7.6)	(5.9)	(0.0)		(2.8)		
Number of respondents	55	19	23	13	36	19	20	27	8	46	9	1

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews.

Table 33B: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of speech/language therapy provided recipients in the past year	9.0	15.8	6.0	12.3	9.8	5.1	6.6	8.5	15.8
	(3.5)	(6.4)	(2.6)	(4.5)	(3.3)	(4.2)	(2.6)	(3.2)	(7.6)
Number of respondents	159	258	380	158	649	54	287	346	228
Percentage received speech/language therapy in the past year from:*									
Secondary school	100	96.3	81.5	100	90.0	---	100	94.7	87.0
	(0.0)	(5.3)	(10.6)	(0.0)	(6.5)		(0.0)	(6.0)	(10.7)
Special school	9.8	0.0	24.5	5.5	11.2	---	3.9	9.3	15.9
	(10.2)	(0.0)	(13.4)	(8.0)	(7.6)		(6.8)	(8.6)	(12.6)
Postsecondary school	0.0	0.0	4.3	0.0	1.6	---	0.0	2.2	0.0
	(0.0)	(0.0)	(6.8)	(0.0)	(3.2)		(0.0)	(4.5)	(0.0)
Family member/friend	0.0	0.0	6.0	0.0	2.3	---	0.0	0.0	4.6
	(0.0)	(0.0)	(8.0)	(0.0)	(3.8)		(0.0)	(0.0)	(7.7)
Private therapist	0.0	4.9	0.0	0.0	3.1	---	0.0	0.0	6.4
	(0.0)	(7.0)	(0.0)	(0.0)	(4.4)		(0.0)	(0.0)	(8.9)
Vocational Rehabilitation	0.0	4.9	0.0	0.0	3.1	---	0.0	4.3	0.0
	(0.0)	(7.0)	(0.0)	(0.0)	(4.4)		(0.0)	(6.2)	(0.0)
Hospital/institution	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Other agency	0.0	0.0	8.5	0.0	0.0	---	0.0	4.3	0.0
	(0.0)	(0.0)	(9.3)	(0.0)	(0.0)		(0.0)	(6.3)	(0.0)
Number of respondents	15	19	18	15	33	3	16	22	16

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* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received help with physical needs:												
Never												
For just a few days												
For a few weeks												
For a few months												
For about a year												
For several years or more												
Number of respondents												
Percentage received following hours of help with physical needs in the past year:												
None												
Fewer than 40 hours												
40 to 100 hours												
101 to 240 hours												
241 to 480 hours												
More than 480 hours												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received help with physical needs:									
Never									
For just a few days									
For a few weeks									
For a few months									
For about a year									
For several years or more									
Number of respondents									
Percentage received following hours of help with physical needs in the past year:									
None									
Fewer than 40 hours									
40 to 100 hours									
101 to 240 hours									
241 to 480 hours									
More than 480 hours									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED
FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of help with physical needs provided recipients in the past year												
Number of respondents												
Percentage received help with physical needs in the past year from:**												
Secondary school												
Special school												
Postsecondary school												
Family member/friend												
Private therapist												
Vocational Rehabilitation												
Hospital/institution												
Other source												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of help with physical needs provided recipients in the past year									
Number of respondents									
Percentage received help with physical needs in the past year from:**									
Secondary school									
Special school									
Postsecondary school									
Family member/friend									
Private therapist									
Vocational Rehabilitation									
Hospital/institution									
Other source									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Help with physical needs includes physical therapy, mobility training, and other such assistance.

** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Service Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received transportation help in the past year from:*												
Secondary school												
Special school												
Vocational Rehabilitation												
Hospital/institution												
Other source												
Number of respondents												
Percentage with transportation help including:												
Rides on special vehicles												
Help getting into vehicles												
Help walking to school/work												
Owning adapted vehicle												
Aide to push wheelchair												
Rides to places could not otherwise go												
Other												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received transportation help in the past year from:*									
Secondary school									
Special school									
Vocational Rehabilitation									
Hospital/institution									
Other source									
Number of respondents									
Percentage with transportation help including:									
Rides on special vehicles									
Help getting into vehicles									
Help walking to school/work									
Owning adapted vehicle									
Aide to push wheelchair									
Rides to places could not otherwise go									
Other									
Number of respondents									

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

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* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Secondary School Achievement	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage receiving grades with secondary school grade point average (GPA) of:*												
3.25 or higher	4.0	4.8	2.9	5.2	3.0	6.6	3.6	2.5	7.5	2.8	8.5	5.5
	(1.0)	(2.3)	(1.4)	(1.9)	(1.0)	(2.5)	(1.8)	(1.2)	(2.3)	(1.1)	(3.2)	(2.6)
2.75 to 3.24	10.8	7.1	11.3	13.0	9.9	13.2	7.7	12.3	12.7	11.1	10.6	10.4
	(1.6)	(2.8)	(2.7)	(2.9)	(1.8)	(3.4)	(2.6)	(2.6)	(2.9)	(2.1)	(3.5)	(3.5)
2.25 to 2.74	22.9	20.1	24.4	24.4	24.0	20.0	22.5	23.8	21.8	23.1	21.3	23.7
	(2.2)	(4.4)	(3.6)	(3.7)	(2.6)	(4.0)	(4.1)	(3.3)	(3.6)	(2.8)	(4.6)	(4.9)
1.75 to 2.24	25.1	24.6	24.5	24.2	24.8	26.1	30.6	22.8	21.0	26.5	19.9	21.0
	(2.2)	(4.7)	(3.6)	(3.7)	(2.6)	(4.4)	(4.5)	(3.3)	(3.6)	(2.9)	(4.5)	(4.7)
1.25 to 1.74	20.7	20.0	23.7	20.0	20.3	21.9	21.2	19.3	22.8	20.3	21.0	23.4
	(2.1)	(4.3)	(3.6)	(3.4)	(2.4)	(4.2)	(4.0)	(3.1)	(3.7)	(2.6)	(4.6)	(4.9)
Less than 1.25	16.4	23.5	13.2	13.3	18.0	12.2	14.4	19.3	14.2	16.2	18.8	16.0
	(1.9)	(4.6)	(2.9)	(2.9)	(2.3)	(3.3)	(3.4)	(3.1)	(3.1)	(2.4)	(4.4)	(4.2)
Number of respondents	785	181	282	278	585	199	192	297	296	432	161	185
Average GPA for students receiving grades:*												
As a whole	1.9	1.8	2.0	2.0	1.9	2.0	1.9	1.9	2.0	2.0	1.9	1.9
	(0.0)	(0.1)	(0.1)	(0.1)	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.0)	(0.1)	(0.1)
In grades 7 or 8	2.0	1.8	2.0	2.1	1.9	2.2	2.0	---	---	2.1	---	---
	(0.1)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)			(0.1)		
In grades 9 or 10	1.8	1.6	1.8	1.9	1.8	1.8	1.9	1.8	1.3	1.9	1.0	1.5
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.3)	(0.1)	(0.3)	(0.3)
In grades 11 or 12	2.1	2.1	2.1	2.2	2.0	2.3	---	2.1	2.1	2.0	2.2	2.1
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)		(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
Number of respondents	781	179	282	277	582	198	192	296	293	432	161	181
Percentage receiving grades who received 1 or more failing grades in most recent school year:*												
As a whole	34.5	41.1	33.2	32.5	36.0	30.5	34.1	38.2	28.6	35.3	30.7	34.5
	(2.4)	(5.3)	(3.9)	(4.0)	(2.8)	(4.5)	(4.5)	(3.8)	(3.9)	(3.1)	(5.0)	(5.4)
In grades 7 or 8	30.9	31.6	27.1	40.3	32.9	26.9	30.3	---	---	28.8	---	---
	(7.6)	(15.3)	(14.5)	(12.8)	(9.4)	(12.6)	(7.4)			(7.5)		
In grades 9 or 10	40.6	48.6	40.5	35.5	41.6	37.7	36.2	42.5	62.4	36.9	53.4	64.6
	(4.2)	(8.4)	(6.9)	(7.0)	(4.9)	(7.8)	(5.9)	(5.6)	(15.0)	(4.4)	(13.6)	(14.2)
In grades 11 or 12	29.5	33.7	28.6	26.5	31.4	24.2	---	33.9	25.3	37.2	24.2	22.5
	(3.2)	(7.7)	(5.1)	(5.0)	(3.7)	(6.2)		(5.3)	(4.0)	(5.6)	(5.3)	(5.3)
Number of respondents	817	186	296	283	608	208	200	305	312	441	175	192

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH LEARNING DISABILITIES

Secondary School Achievement	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage receiving grades with secondary school grade point average (GPA) of:*									
3.25 or higher	4.5	5.3	3.8	3.7	4.5	4.5	5.1	3.7	4.1
	(2.8)	(2.3)	(1.7)	(2.5)	(1.4)	(5.0)	(2.2)	(1.8)	(2.4)
2.75 to 3.24	8.3	12.2	11.2	6.1	11.9	7.8	7.5	10.4	15.5
	(3.8)	(3.4)	(2.8)	(3.2)	(2.2)	(6.5)	(2.6)	(2.9)	(4.4)
2.25 to 2.74	17.9	27.3	23.9	19.3	24.7	23.3	22.3	23.6	25.9
	(5.2)	(4.7)	(3.7)	(5.3)	(2.9)	(10.3)	(4.2)	(4.0)	(5.4)
1.75 to 2.24	25.4	20.6	26.9	28.4	24.0	17.9	23.0	26.9	22.2
	(5.9)	(4.2)	(3.9)	(6.1)	(2.9)	(9.3)	(4.2)	(4.2)	(5.1)
1.25 to 1.74	21.4	20.3	24.7	20.2	21.7	21.6	19.5	22.5	24.1
	(5.6)	(4.2)	(3.8)	(5.4)	(2.8)	(10.0)	(4.0)	(3.9)	(5.2)
Less than 1.25	22.5	14.3	9.6	22.3	13.2	24.9	22.6	12.9	8.2
	(5.7)	(3.7)	(2.6)	(5.6)	(2.3)	(10.5)	(4.2)	(3.1)	(3.4)
Number of respondents	103	177	263	113	465	31	200	239	143
Average GPA for students receiving grades:*									
As a whole	1.8	2.0	2.0	1.8	2.0	1.7	1.8	2.0	2.1
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	---	1.9	2.3	1.9	2.1	---	2.0	---	---
		(0.2)	(0.3)	(0.2)	(0.2)		(0.2)		
In grades 9 or 10	1.5	1.9	1.9	1.6	1.9	1.4	1.7	1.8	2.0
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.3)	(0.2)	(0.1)	(0.1)
In grades 11 or 12	2.1	2.2	2.1	1.9	2.2	---	1.9	2.2	2.2
	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)		(0.1)	(0.1)	(0.1)
Number of respondents	103	175	263	112	464	29	199	237	143
Percentage receiving grades who received 1 or more failing grades in most recent school year:*									
As a whole	40.2	30.9	30.7	45.1	30.2	37.5	36.5	34.0	28.0
	(6.5)	(4.8)	(4.0)	(6.6)	(3.0)	(10.9)	(4.7)	(4.4)	(5.4)
In grades 7 or 8	---	39.5	35.4	31.0	36.9	---	27.8	---	---
		(17.1)	(17.0)	(15.6)	(12.5)		(12.7)		
In grades 9 or 10	47.6	33.8	36.3	52.7	35.0	51.6	43.9	41.9	25.6
	(11.7)	(7.8)	(7.1)	(11.3)	(5.2)	(15.5)	(8.4)	(7.6)	(8.4)
In grades 11 or 12	37.5	23.7	25.5	47.0	24.0	---	33.4	22.5	30.6
	(9.1)	(6.3)	(4.9)	(10.0)	(3.9)		(6.3)	(5.2)	(8.0)
Number of respondents	111	180	272	117	479	36	211	243	150

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* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH LEARNING DISABILITIES (Continued)

		Community			Gender		Age in 1987			School Status		
Secondary School Achievement	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students that had graded classes in regular education, percentage receiving a failing grade*	33.3	34.3	33.2	32.4	35.2	28.0	34.2	35.1	28.5	32.7	32.0	35.1
	(2.5)	(5.5)	(4.1)	(4.0)	(2.9)	(4.6)	(4.8)	(3.8)	(4.0)	(3.1)	(5.4)	(5.5)
Number of respondents	752	160	270	279	560	191	177	291	284	408	155	182
Of students that had graded classes in special education, percentage receiving a failing grade**	12.3	26.2	9.3	5.1	12.7	11.2	13.2	13.8	8.1	13.9	11.4	7.1
	(1.8)	(5.2)	(2.7)	(2.1)	(2.2)	(3.6)	(3.5)	(3.0)	(2.6)	(2.5)	(4.0)	(3.1)
Number of respondents	668	158	238	233	505	162	167	245	256	359	135	167
Percentage absent from school:												
Fewer than 5 days	29.0	21.0	31.1	32.9	28.9	29.6	36.3	26.0	23.9	30.7	22.8	27.7
	(2.4)	(4.6)	(3.9)	(4.1)	(2.7)	(4.6)	(4.7)	(3.5)	(3.8)	(3.1)	(4.8)	(5.2)
6 to 10 days	22.4	18.1	24.8	23.7	22.9	21.3	20.8	23.2	23.5	22.4	25.0	19.1
	(2.2)	(4.3)	(3.7)	(3.7)	(2.5)	(4.2)	(4.0)	(3.4)	(3.7)	(2.8)	(5.0)	(4.5)
11 to 20 days	25.0	30.2	24.0	21.7	24.5	26.2	23.1	24.1	29.4	24.1	25.3	28.7
	(2.3)	(5.1)	(3.6)	(3.6)	(2.6)	(4.5)	(4.2)	(3.4)	(4.0)	(2.8)	(5.0)	(5.2)
21 to 30 days	11.4	14.4	9.5	11.7	11.1	11.8	10.9	10.3	14.2	11.6	12.7	9.7
	(1.7)	(3.9)	(2.5)	(2.8)	(1.9)	(3.3)	(3.1)	(2.4)	(3.1)	(2.1)	(3.8)	(3.4)
More than 30 days	12.2	16.3	10.7	10.0	12.6	11.1	9.0	16.5	9.1	11.2	14.2	14.9
	(1.7)	(4.1)	(2.6)	(2.6)	(2.0)	(3.2)	(2.8)	(2.9)	(2.5)	(2.1)	(4.0)	(4.1)
Number of respondents	770	172	277	275	574	194	186	291	293	422	157	185

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH LEARNING DISABILITIES (Continued)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students that had graded classes in regular education, percentage receiving a failing grade*	36.8	28.6	30.8	38.2	29.8	33.7	32.2	31.6	30.1
	(6.9)	(4.8)	(4.1)	(6.9)	(3.1)	(11.6)	(4.8)	(4.4)	(5.8)
Number of respondents	94	170	250	102	446	30	192	231	129
Of students that had graded classes in special education, percentage receiving a failing grade**	22.3	11.9	5.2	25.3	8.1	24.8	15.6	14.6	6.4
	(5.6)	(3.7)	(2.3)	(6.1)	(2.1)	(10.1)	(3.8)	(3.7)	(3.5)
Number of respondents	106	149	200	105	376	34	188	193	112
Percentage absent from school:									
Fewer than 5 days	21.1	26.0	34.6	22.0	33.3	3.8	17.8	30.6	39.5
	(5.5)	(4.6)	(4.2)	(5.7)	(3.2)	(4.4)	(3.9)	(4.4)	(6.1)
6 to 10 days	23.1	25.2	26.4	19.4	26.7	16.3	24.6	23.9	26.7
	(5.7)	(4.6)	(3.9)	(5.4)	(3.0)	(8.4)	(4.3)	(4.0)	(5.5)
11 to 20 days	22.0	29.8	21.7	31.1	21.4	32.5	22.0	28.6	21.6
	(5.6)	(4.8)	(3.7)	(6.3)	(2.8)	(10.7)	(4.2)	(4.3)	(5.1)
21 to 30 days	11.3	10.9	10.2	13.0	9.6	14.2	16.6	7.6	6.7
	(4.3)	(3.3)	(2.7)	(4.6)	(2.0)	(8.0)	(3.7)	(2.5)	(3.1)
More than 30 days	22.5	8.2	7.1	14.4	9.0	33.2	19.0	9.3	5.4
	(5.7)	(2.9)	(2.3)	(4.8)	(1.9)	(10.7)	(4.0)	(2.8)	(2.8)
Number of respondents	105	174	254	110	456	35	201	233	138

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* See Appendix for percentage of students that had graded classes in regular education.

** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH LEARNING DISABILITIES (Concluded)

Secondary School Achievement	Total	Community: Urban	Community: Suburban	Community: Rural	Gender: Male	Gender: Female	Age in 1987: 15-16	Age in 1987: 17-18	Age in 1987: 19 or older	School Status: In-School	School Status: Out 1 year or less	School Status: Out 1 - 2 Years
Average days absent:												
As a whole	14.7	18.9	13.0	13.3	15.0	14.1	12.4	16.7	14.7	14.3	15.8	16.0
	(0.8)	(1.9)	(1.1)	(1.1)	(0.9)	(1.4)	(1.3)	(1.3)	(1.2)	(0.9)	(1.6)	(1.8)
In grades 7 or 8	11.7	12.9	12.0	10.8	12.0	11.2	12.1	---	---	11.3	---	---
	(2.0)	(2.6)	(5.5)	(2.9)	(2.8)	(2.5)	(2.1)			(1.9)		
In grades 9 or 10	15.8	22.2	12.6	13.6	15.6	16.5	13.0	18.0	22.3	14.5	30.6	19.9
	(1.4)	(3.4)	(1.8)	(2.0)	(1.6)	(2.6)	(1.7)	(2.0)	(4.5)	(1.4)	(5.2)	(5.1)
In grades 11 or 12	14.6	17.5	13.6	13.9	15.1	13.2	---	15.6	14.0	15.8	12.1	15.4
	(1.0)	(2.7)	(1.4)	(1.5)	(1.2)	(1.9)		(1.6)	(1.3)	(1.7)	(1.3)	(2.1)
Ungraded	12.2	---	---	---	14.5	---	---	---	---	---	---	---
	(4.0)				(5.6)							
Number of respondents	766	170	277	274	571	193	185	290	291	421	157	182
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	25.0	27.4	22.2	27.5	22.6	31.0	27.8	24.3	23.1	25.8	29.3	15.2
	(3.0)	(6.3)	(4.9)	(5.1)	(3.4)	(6.2)	(6.4)	(4.5)	(4.7)	(4.0)	(6.4)	(5.3)
Number of respondents	445	110	146	161	332	112	89	166	190	221	107	114
Percentage taking minimum competency tests that:												
Failed	20.4	36.2	10.6	20.7	20.3	20.8	30.3	19.4	12.2	24.1	7.1	19.9
	(3.3)	(8.2)	(4.2)	(5.6)	(3.8)	(6.6)	(8.1)	(4.8)	(4.3)	(4.7)	(4.4)	(6.8)
Passed in part	31.7	27.2	35.2	35.9	27.8	42.3	31.2	35.4	26.1	35.2	20.0	33.5
	(3.8)	(7.6)	(6.5)	(6.7)	(4.3)	(8.0)	(8.2)	(5.9)	(5.8)	(5.2)	(6.8)	(8.0)
Passed fully	47.9	36.6	54.2	43.5	51.9	36.9	38.5	45.3	61.7	40.7	72.9	46.6
	(4.1)	(8.2)	(6.7)	(6.9)	(4.7)	(7.8)	(8.6)	(6.1)	(6.4)	(5.4)	(7.6)	(8.5)
Number of respondents	314	70	110	114	238	76	56	119	139	149	74	88

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Secondary School Achievement	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average days absent:									
As a whole	19.0 (2.5)	13.5 (1.3)	12.1 (1.1)	17.7 (2.3)	12.3 (0.8)	25.3 (4.5)	18.3 (1.6)	13.6 (1.3)	9.9 (1.2)
In grades 7 or 8	---	---	8.9 (3.5)	10.9 (2.7)	11.2 (3.4)	---	14.5 (2.9)	---	---
In grades 9 or 10	21.7 (5.2)	13.7 (2.1)	13.9 (2.1)	20.2 (4.6)	13.1 (1.5)	26.8 (6.2)	19.9 (2.9)	15.5 (2.5)	10.3 (2.2)
In grades 11 or 12	17.3 (3.1)	14.3 (1.9)	11.0 (1.1)	18.4 (2.9)	12.0 (1.1)	---	18.2 (2.3)	11.0 (1.1)	11.0 (1.6)
Ungraded	---	---	---	---	---	---	---	---	---
Number of respondents	104	173	254	109	456	32	199	232	138
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	21.6 (7.4)	24.5 (5.9)	19.2 (4.7)	25.4 (7.3)	21.7 (3.8)	33.1 (12.2)	22.0 (5.3)	23.9 (5.4)	21.6 (6.7)
Number of respondents	62	105	146	72	258	28	121	131	87
Percentage taking minimum competency tests that:									
Failed	25.5 (8.9)	26.1 (7.2)	13.5 (4.7)	30.1 (9.1)	15.5 (3.9)	30.4 (15.4)	28.0 (6.7)	20.4 (6.2)	12.4 (6.1)
Passed in part	27.1 (9.1)	28.7 (7.4)	36.6 (6.7)	25.8 (8.7)	37.2 (5.2)	29.0 (15.2)	31.3 (6.9)	29.4 (7.0)	38.3 (9.0)
Passed fully	47.4 (10.2)	45.2 (8.2)	49.9 (6.9)	44.1 (9.9)	47.3 (5.3)	40.6 (16.4)	40.8 (7.3)	50.2 (7.7)	49.3 (9.2)
Number of respondents	47	75	107	50	189	16	92	91	63

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* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
School Completion	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage out-of-school youth who:*												
Graduated	60.9	53.6	69.1	66.2	60.7	62.3	---	32.0	75.1	---	62.4	59.6
	(3.2)	(7.3)	(5.3)	(5.4)	(3.7)	(6.9)		(6.5)	(3.2)		(4.7)	(4.5)
Dropped out	32.2	36.0	26.5	29.2	31.6	33.4	---	60.0	19.4	---	34.0	30.4
	(3.1)	(7.0)	(5.0)	(5.2)	(3.5)	(6.8)		(6.8)	(3.0)		(4.6)	(4.2)
Were suspended expelled	3.9	6.4	3.3	3.0	4.7	1.4	---	7.9	1.2	---	2.4	5.4
	(1.3)	(3.6)	(2.0)	(2.0)	(1.6)	(1.7)		(3.7)	(0.8)		(1.5)	(2.1)
Reached age limit	3.0	3.9	1.2	1.6	3.0	3.0	---	0.1	4.3	---	1.2	4.6
	(1.1)	(2.9)	(1.2)	(1.4)	(1.3)	(2.4)		(0.5)	(1.5)		(1.1)	(1.9)
Number of respondents	534	119	165	171	419	113	9	95	430	0	224	309
Percentage of graduates receiving a regular diploma	87.9	83.1	87.0	92.3	86.2	93.0	---	92.9	87.8	---	89.1	88.6
	(3.0)	(7.9)	(5.2)	(3.9)	(3.6)	(5.1)		(6.8)	(3.4)		(4.3)	(4.4)
Number of respondents	245	49	84	94	194	51	2	26	217	0	110	131
Percentage of dropouts whose parents reported they left school because:												
Not doing well in school	32.7	31.8	39.4	33.2	28.3	43.6	---	31.4	33.2	---	36.2	28.5
	(7.3)	(13.5)	(14.0)	(13.4)	(8.0)	(15.5)		(11.1)	(9.9)		(10.6)	(10.8)
Didn't like school/bored	31.2	25.0	30.8	34.6	32.5	27.9	---	38.5	22.5	---	26.9	36.3
	(7.2)	(12.5)	(13.2)	(13.5)	(8.3)	(14.1)		(11.6)	(8.8)		(9.7)	(11.5)
Had behavior problems	14.4	9.8	16.1	16.6	18.1	5.3	---	16.1	10.9	---	21.1	6.6
	(5.4)	(8.6)	(10.5)	(10.6)	(6.8)	(7.0)		(8.8)	(6.5)		(9.0)	(5.9)
Needed/found a job	10.9	14.7	8.3	9.4	14.8	1.4	---	11.8	7.4	---	12.4	9.2
	(4.8)	(10.2)	(7.9)	(8.3)	(6.3)	(3.6)		(7.7)	(5.5)		(7.2)	(6.9)
Got married/had a child	8.9	0.9	4.4	16.8	1.7	27.0	---	9.0	9.4	---	7.4	10.6
	(4.4)	(2.8)	(5.9)	(10.6)	(2.3)	(13.9)		(6.8)	(6.1)		(5.8)	(7.4)
Didn't get into program wanted	5.1	0.0	5.6	11.7	5.9	3.0	---	2.9	7.4	---	5.9	4.1
	(3.4)	(0.0)	(6.6)	(9.1)	(4.2)	(5.3)		(4.0)	(5.5)		(5.2)	(4.7)
Illness or disability	2.8	5.1	0.0	4.3	1.7	5.5	---	0.0	3.0	---	5.1	0.0
	(2.5)	(6.3)	(0.0)	(5.8)	(2.2)	(7.2)		(0.0)	(3.6)		(4.8)	(0.0)
Moved	0.0	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	---	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)		(0.0)	(0.0)
Friends were dropping out	0.4	0.0	0.0	0.0	0.5	0.0	---	0.0	0.7	---	0.0	0.8
	(0.9)	(0.0)	(0.0)	(0.0)	(1.3)	(0.0)		(0.0)	(1.8)		(0.0)	(2.1)
Other	38.5	48.0	31.2	50.5	37.5	41.0	---	40.7	35.9	---	49.5	25.5
	(7.5)	(14.5)	(13.2)	(14.2)	(8.6)	(15.4)		(11.7)	(10.1)		(11.0)	(10.4)
Number of respondents	88	26	25	25	67	21	2	32	54	0	43	45
Percentage of dropouts expected by parents to finish secondary school	28.7	32.1	26.3	22.0	27.5	32.2	---	32.0	27.3	---	39.3	17.5
	(7.3)	(14.4)	(12.8)	(12.6)	(8.3)	(15.8)		(11.7)	(9.8)		(11.4)	(9.4)
Number of respondents	80	23	24	22	62	18	2	29	49	0	38	42

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* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
School Completion	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage out-of-school youth who:*									
Graduated	53.1	56.2	77.7	61.1	63.1	42.2	51.6	69.0	69.0
	(8.2)	(6.6)	(4.6)	(8.4)	(4.1)	(14.5)	(6.3)	(5.5)	(7.1)
Dropped out	34.9	37.6	18.0	24.8	32.1	42.0	36.2	26.5	26.4
	(7.9)	(6.4)	(4.3)	(7.5)	(3.9)	(14.4)	(6.1)	(5.2)	(6.8)
Were suspended expelled	7.0	4.5	1.8	7.9	2.4	10.2	7.5	2.0	1.6
	(4.2)	(2.7)	(1.5)	(4.7)	(1.3)	(8.9)	(3.3)	(1.7)	(1.9)
Reached age limit	5.0	1.8	2.5	6.2	2.5	5.7	4.7	2.5	3.0
	(3.6)	(1.8)	(1.7)	(4.2)	(1.3)	(6.8)	(2.7)	(1.8)	(2.6)
Number of respondents	84	122	178	82	322	27	150	164	102
Percentage of graduates receiving a regular diploma	70.7	91.5	89.7	77.8	90.9	---	76.4	89.7	88.9
	(12.2)	(5.3)	(4.6)	(11.0)	(3.5)		(8.1)	(4.8)	(7.3)
Number of respondents	28	55	90	30	142	10	58	84	40
Percentage of dropouts whose parents reported they left school because:									
Not doing well in school	18.6	34.6	47.1	---	34.4	---	33.1	20.2	57.4
	(12.3)	(11.6)	(13.9)		(8.4)		(11.7)	(10.7)	(15.7)
Didn't like school/bored	37.9	34.9	18.8	---	35.2	---	27.7	42.7	21.4
	(15.3)	(11.6)	(10.9)		(8.5)		(11.1)	(13.2)	(13.1)
Had behavior problems	13.2	15.8	11.6	---	16.2	---	5.3	19.3	17.6
	(10.7)	(8.9)	(8.9)		(6.5)		(5.5)	(10.6)	(12.1)
Needed/found a job	13.2	13.6	7.6	---	11.2	---	6.6	18.4	8.7
	(10.7)	(8.4)	(7.4)		(5.6)		(6.2)	(10.4)	(9.0)
Got married/had a child	18.7	4.9	9.2	---	8.5	---	10.8	10.2	5.3
	(12.3)	(5.3)	(8.1)		(4.9)		(7.7)	(8.1)	(7.2)
Didn't get into program wanted	0.0	6.8	10.7	---	6.5	---	2.6	9.6	3.8
	(0.0)	(6.1)	(8.6)		(4.4)		(3.9)	(7.9)	(6.1)
Illness or disability	0.0	0.7	11.7	---	2.0	---	3.0	0.8	5.9
	(0.0)	(2.0)	(9.0)		(2.5)		(4.2)	(2.4)	(7.5)
Moved	0.0	0.0	0.0	---	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)		(0.0)	(0-0)	(0.0)
Friends were dropping out	1.4	0.0	0.0	---	0.0	---	0.0	1.1	0.0
	(3.7)	(0.0)	(0.0)		(0.0)		(0.0)	(2.8)	(0.0)
Other	41.4	31.1	51.7	---	40.1	---	22.6	47.1	51.7
	(15.6)	(11.3)	(13.9)		(8.7)		(10.4)	(13.4)	(15.9)
Number of respondents	20	33	26	12	67	8	34	29	21
Percentage of dropouts expected by parents to finish secondary school	28.0	23.4	33.4	---	28.0	---	19.7	38.3	24.3
	(14.6)	(10.3)	(14.6)		(8.4)		(10.0)	(13.2)	(15.2)
Number of respondents	19	33	21	13	60	[illegible]	33	28	17

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* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH LEARNING DISABILITIES

Residential Independence Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage living												
With parent(s)	89.8	89.9	91.9	89.1	90.5	87.6	98.1	89.5	78.4	96.4	82.9	66.6
	(1.4)	(2.8)	(2.1)	(2.5)	(1.6)	(3.1)	(1.2)	(2.2)	(3.1)	(1.1)	(3.9)	(4.7)
Alone	1.0	1.0	0.6	1.1	1.4	0.0	0.0	0.5	3.3	0.1	1.5	4.7
	(0.5)	(0.9)	(0.6)	(0.9)	(0.6)	(0.0)	(0.0)	(0.5)	(1.4)	(0.2)	(1.3)	(2.1)
With spouse/roommate	3.9	2.4	3.1	5.9	3.1	6.2	0.6	2.7	10.5	0.7	6.4	16.1
	(0.9)	(1.4)	(1.4)	(1.9)	(0.9)	(2.2)	(0.6)	(1.2)	(2.3)	(0.5)	(2.6)	(3.7)
With other family member	3.3	4.6	2.3	2.5	3.3	3.5	1.0	3.9	5.7	1.5	7.5	7.4
	(0.8)	(1.9)	(1.2)	(1.3)	(0.9)	(1.7)	(0.8)	(1.4)	(1.8)	(0.7)	(2.8)	(2.6)
In a residential/boarding school (not a college)	0.5	0.5	0.0	0.4	0.5	0.4	0.0	0.9	0.5	0.3	0.1	1.6
	(0.3)	(0.6)	(0.0)	(0.5)	(0.4)	(0.6)	(0.0)	(0.7)	(0.6)	(0.3)	(0.3)	(1.2)
In a college dormitory	0.1	0.0	0.3	0.0	0.0	0.3	0.0	0.0	0.4	0.0	0.0	0.6
	(0.1)	(0.0)	(0.4)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(0.8)
In a group home	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1
	(0.1)	(0.0)	(0.1)	(0.0)	(0.1)	(0.0)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.3)
In a mental health facility or hospital/institution for the disabled	0.4	1.0	0.0	0.4	0.4	0.5	0.4	0.6	0.0	0.4	0.8	0.0
	(0.3)	(0.9)	(0.0)	(0.5)	(0.3)	(0.6)	(0.5)	(0.6)	(0.0)	(0.4)	(0.9)	(0.0)
In a correctional facility	0.4	0.4	0.8	0.0	0.5	0.0	0.0	0.9	0.0	0.2	0.7	0.7
	(0.3)	(0.6)	(0.7)	(0.0)	(0.4)	(0.0)	(0.0)	(0.7)	(0.0)	(0.3)	(0.9)	(0.8)
Other	0.7	0.3	1.0	0.5	0.3	1.6	0.0	0.9	1.1	0.4	0.1	2.2
	(0.4)	(0.5)	(0.8)	(0.6)	(0.3)	(1.2)	(0.0)	(0.7)	(0.8)	(0.4)	(0.4)	(1.5)
Number of respondents	987	249	332	304	746	241	240	344	403	535	191	255
Percentage of institutionalized youth who have been in institutions:												
Less than 6 months	---	---	---	---	---	---	---	---	---	---	---	---
6 to 12 months	---	---	---	---	---	---	---	---	---	---	---	---
13 to 36 months	---	---	---	---	---	---	---	---	---	---	---	---
> 36 months	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	9	4	3	1	8	1	1	6	2	3	2	4
Percentage making alterations to home to accommodate disability	0.1	0.3	0.0	0.0	0.1	0.0	0.0	0.2	0.0	0.1	0.0	0.0
	(0.1)	(0.5)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.3)	(0.0)	(0.2)	(0.0)	(0.0)
Number of respondents	967	246	328	295	729	238	235	335	397	528	188	248

Source: Parent interviews

Table 38B: RESIDENTIAL INDEPENDENCE OF YOUTH WITH LEARNING DISABILITIES

Residential Independence Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage living:									
With parent(s)	88.6	88.0	92.6	88.1	90.7	88.0	88.7	89.4	93.4
	(3.2)	(2.8)	(1.9)	(3.4)	(1.6)	(5.7)	(2.6)	(2.3)	(2.3)
Alone	1.1	0.2	1.7	0.9	1.1	0.0	0.8	1.3	0.8
	(1.1)	(0.4)	(0.9)	(1.0)	(0.6)	(0.0)	(0.7)	(0.9)	(0.9)
With spouse/roommate	3.8	5.5	3.0	0.8	4.6	6.0	4.9	3.7	2.6
	(1.9)	(1.9)	(1.2)	(1.0)	(1.2)	(4.2)	(1.7)	(1.4)	(1.5)
With other family member	5.2	4.3	0.7	8.5	2.0	2.2	3.3	4.0	1.9
	(2.3)	(1.7)	(0.6)	(3.0)	(0.8)	(2.5)	(1.4)	(1.5)	(1.3)
In a residential/boarding school (not a college)	0.5	0.9	0.3	0.1	0.3	3.0	1.0	0.0	0.5
	(0.7)	(0.8)	(0.4)	(0.3)	(0.3)	(3.0)	(0.8)	(0.1)	(0.6)
In a college dormitory	0.0	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.4
	(0.0)	(0.0)	(0.4)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.6)
In a group home	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.2)	(0.0)	(0.1)	(0.0)	(0.0)	(0.2)	(0.0)
In a mental health facility or hospital/institution for the disabled	0.0	0.9	0.4	0.6	0.2	0.0	0.4	0.7	0.0
	(0.0)	(0.8)	(0.5)	(0.8)	(0.2)	(0.0)	(0.5)	(0.6)	(0.0)
In a correctional facility	0.6	0.0	0.3	1.0	0.0	0.8	0.0	0.7	0.0
	(0.8)	(0.0)	(0.4)	(1.0)	(0.0)	(1.5)	(0.0)	(0.6)	(0.0)
Other	0.3	0.3	0.6	0.0	1.0	0.0	1.0	0.0	0.4
	(0.6)	(0.4)	(0.5)	(0.0)	(0.5)	(0.0)	(0.8)	(0.2)	(0.6)
Number of respondents	190	271	390	186	687	64	322	365	237
Percentage of institutionalized youth who have been in institutions:									
Less than 6 months	---	---	---	---	---	---	---	---	---
6 to 12 months	---	---	---	---	---	---	---	---	---
13 to 36 months	---	---	---	---	---	---	---	---	---
> 36 months	---	---	---	---	---	---	---	---	---
Number of respondents	1	2	4	3	3	1	1	6	0
Percentage making alterations to home to accommodate disability	0.0	0.3	0.0	0.0	0.1	0.0	0.0	0.0	0.4
	(0.0)	(0.5)	(0.0)	(0.0)	(0.2)	(0.0)	(0.0)	(0.0)	(0.6)
Number of respondents	192	271	389	185	684	64	323	366	236

Source: Parent interviews

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH LEARNING DISABILITIES

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage fixing own breakfast or lunch:												
Always	36.9	38.7	37.2	34.8	35.3	41.6	33.4	37.3	42.3	35.6	42.5	39.2
	(2.4)	(4.6)	(3.9)	(4.2)	(2.8)	(5.1)	(4.2)	(3.9)	(4.3)	(2.9)	(5.9)	(6.1)
Usually	22.7	19.7	24.2	24.0	22.1	24.3	25.1	20.8	21.8	22.9	24.9	18.2
	(2.1)	(3.7)	(3.5)	(3.8)	(2.4)	(4.4)	(3.9)	(3.2)	(3.6)	(2.6)	(5.2)	(4.8)
Sometimes	37.1	38.9	35.6	37.1	38.9	31.9	38.9	37.2	33.7	38.4	29.3	38.2
	(2.4)	(4.6)	(3.9)	(4.3)	(2.8)	(4.8)	(4.4)	(3.9)	(4.2)	(3.0)	(5.4)	(6.0)
Never	3.3	2.8	3.0	4.1	3.6	2.2	2.6	4.6	2.1	3.1	3.3	4.3
	(0.9)	(1.5)	(1.4)	(1.7)	(1.1)	(1.5)	(1.4)	(1.7)	(1.3)	(1.1)	(2.1)	(2.5)
Number of respondents	816	246	309	261	618	198	224	289	303	494	149	173
Percentage buying items from a store on his/her own:												
Always	26.8	33.7	25.0	21.8	23.9	35.4	21.0	29.7	31.9	25.4	33.3	28.5
	(2.2)	(4.4)	(3.5)	(3.6)	(2.5)	(4.9)	(3.6)	(3.6)	(4.1)	(2.7)	(5.6)	(5.7)
Usually	18.9	17.8	18.1	21.0	20.0	15.8	16.8	21.1	18.7	18.5	18.7	21.9
	(2.0)	(3.6)	(3.1)	(3.6)	(2.3)	(3.8)	(3.3)	(3.3)	(3.4)	(2.4)	(4.6)	(5.2)
Sometimes	46.4	44.0	45.9	49.3	48.3	40.6	53.6	42.1	41.4	48.4	41.0	39.5
	(2.5)	(4.7)	(4.0)	(4.4)	(2.9)	(5.0)	(4.5)	(3.9)	(4.4)	(3.0)	(5.9)	(6.1)
Never	7.9	4.6	11.0	7.8	7.8	8.2	8.6	7.1	8.0	7.7	7.1	10.1
	(1.4)	(2.0)	(2.5)	(2.4)	(1.6)	(2.8)	(2.5)	(2.1)	(2.4)	(1.6)	(3.1)	(3.8)
Number of respondents	813	245	307	261	616	197	223	289	301	493	149	171
Percentage doing laundry:												
Always	23.7	32.6	20.1	18.7	18.0	40.5	25.2	18.7	30.2	22.8	25.5	27.6
	(2.1)	(4.4)	(3.3)	(3.4)	(2.2)	(5.0)	(3.9)	(3.1)	(4.1)	(2.6)	(5.2)	(5.6)
Usually	9.8	13.5	7.7	8.4	7.5	16.4	9.2	7.3	15.3	8.3	15.7	12.3
	(1.5)	(3.2)	(2.2)	(2.4)	(1.5)	(3.8)	(2.6)	(2.1)	(3.2)	(1.7)	(4.3)	(4.1)
Sometimes	36.2	33.0	34.0	42.0	38.2	30.3	35.3	40.3	30.6	37.3	31.6	35.0
	(2.4)	(4.4)	(3.8)	(4.4)	(2.8)	(4.7)	(4.3)	(3.9)	(4.1)	(2.9)	(5.5)	(5.9)
Never	30.3	20.9	38.2	30.9	36.3	12.7	30.3	33.8	23.9	31.6	27.2	25.0
	(2.3)	(3.8)	(3.9)	(4.1)	(2.8)	(3.4)	(4.1)	(3.8)	(3.8)	(2.8)	(5.3)	(5.4)
Number of respondents	813	245	307	261	615	198	223	289	301	492	149	172

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Home-Care Independence	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage fixing own breakfast or lunch:									
Always	33.4	39.1	38.0	45.0	34.4	36.4	35.8	39.2	35.8
	(5.2)	(4.5)	(3.7)	(5.7)	(2.8)	(9.0)	(4.2)	(3.9)	(4.7)
Usually	17.7	21.3	29.0	16.7	25.0	20.4	16.4	23.8	29.4
	(4.2)	(3.8)	(3.4)	(4.3)	(2.6)	(7.6)	(3.2)	(3.4)	(4.5)
Sometimes	45.2	36.2	30.7	35.2	37.1	41.5	44.3	34.0	31.3
	(5.5)	(4.4)	(3.5)	(5.5)	(2.9)	(9.3)	(4.3)	(3.8)	(4.6)
Never	3.7	3.3	2.3	3.1	3.5	1.7	3.5	3.0	3.5
	(2.1)	(1.6)	(1.1)	(2.0)	(1.1)	(2.4)	(1.6)	(1.4)	(1.8)
Number of respondents	162	231	349	157	579	56	275	315	218
Percentage buying items from a store on his/her own:									
Always	31.9	26.7	22.8	33.2	23.0	40.0	31.6	25.8	21.5
	(5.1)	(4.1)	(3.2)	(5.4)	(2.5)	(9.2)	(4.0)	(3.5)	(4.1)
Usually	15.2	17.8	22.8	17.1	19.8	15.8	14.7	19.2	23.9
	(3.9)	(3.5)	(3.2)	(4.3)	(2.4)	(6.9)	(3.1)	(3.2)	(4.2)
Sometimes	45.2	46.2	49.0	43.6	48.7	34.4	44.8	46.5	48.9
	(5.5)	(4.6)	(3.8)	(5.7)	(3.0)	(8.9)	(4.3)	(4.0)	(4.9)
Never	7.7	9.3	5.4	6.1	8.5	9.8	8.9	8.5	5.6
	(2.9)	(2.7)	(1.7)	(2.8)	(1.7)	(5.6)	(2.5)	(2.3)	(2.3)
Number of respondents	162	229	349	156	577	56	276	311	218
Percentage doing laundry:									
Always	30.3	22.9	17.6	37.5	17.4	39.5	26.4	22.1	22.8
	(5.1)	(3.9)	(2.9)	(5.5)	(2.3)	(9.3)	(3.8)	(3.3)	(4.2)
Usually	7.2	7.3	13.0	14.3	8.3	5.0	8.2	9.2	11.9
	(2.8)	(2.4)	(2.5)	(4.0)	(1.7)	(4.1)	(2.4)	(2.3)	(3.2)
Sometimes	32.6	38.7	40.1	31.5	38.6	29.5	34.2	37.2	37.7
	(5.2)	(4.5)	(3.7)	(5.3)	(2.9)	(8.7)	(4.1)	(3.9)	(4.8)
Never	29.8	31.1	29.3	16.7	35.8	26.1	31.2	31.5	27.6
	(5.0)	(4.3)	(3.4)	(4.3)	(2.9)	(8.3)	(4.0)	(3.7)	(4.4)
Number of respondents	162	229	349	156	578	55	276	313	217

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Home-Care Independence	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage straightening up own living area:												
Always	42.4	47.8	38.0	41.9	38.6	53.7	42.6	40.1	46.4	42.5	44.5	39.4
	(2.5)	(4.7)	(3.9)	(4.4)	(2.8)	(5.1)	(4.4)	(3.9)	(4.4)	(3.0)	(6.0)	(6.1)
Usually	16.6	11.8	20.7	16.9	16.4	17.2	18.3	15.3	16.1	16.6	13.2	21.2
	(1.9)	(3.0)	(3.3)	(3.3)	(2.1)	(3.9)	(3.5)	(2.9)	(3.2)	(2.3)	(4.1)	(5.1)
Sometimes	34.4	34.5	34.7	34.0	38.4	23.0	35.6	36.4	28.8	35.8	31.5	28.9
	(2.4)	(4.5)	(3.9)	(4.2)	(2.8)	(4.3)	(4.3)	(3.8)	(4.0)	(2.9)	(5.6)	(5.7)
Never	6.5	5.9	6.5	7.1	6.6	6.1	3.5	8.2	8.7	5.1	10.8	10.5
	(1.2)	(2.2)	(2.0)	(2.3)	(1.4)	(2.4)	(1.6)	(2.2)	(2.5)	(1.3)	(3.7)	(3.8)
Number of respondents	814	245	308	261	616	198	224	289	301	494	148	172
Average overall home-care independence score:*												
4 to 8	23.6	17.7	27.4	25.3	27.7	11.7	20.1	27.8	22.1	22.9	24.6	27.1
	(2.2)	(3.6)	(3.6)	(3.8)	(2.6)	(3.3)	(3.6)	(3.6)	(3.7)	(2.6)	(5.2)	(5.6)
9 to 12	48.7	47.6	50.5	48.0	49.0	48.1	56.6	44.5	42.6	51.3	39.7	43.1
	(2.5)	(4.7)	(4.1)	(4.4)	(2.9)	(5.1)	(4.4)	(4.0)	(4.4)	(3.1)	(5.9)	(6.2)
13 to 15	20.7	25.1	15.4	22.1	18.6	26.7	19.7	20.3	22.9	20.1	24.4	19.5
	(2.1)	(4.1)	(2.9)	(3.7)	(2.3)	(4.5)	(3.6)	(3.2)	(3.7)	(2.5)	(5.1)	(5.0)
16	7.0	9.7	6.7	4.6	4.8	13.5	3.6	7.3	12.4	5.7	11.3	10.3
	(1.3)	(2.8)	(2.0)	(1.9)	(1.2)	(3.5)	(1.7)	(2.1)	(2.9)	(1.4)	(3.8)	(3.8)
Number of respondents	806	240	305	261	609	197	222	286	298	488	148	170

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Home-Care Independence	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage straightening up own living area:									
Always	44.9	35.9	43.9	54.4	38.6	39.3	39.4	42.0	48.0
	(5.5)	(4.4)	(3.8)	(5.7)	(2.9)	(9.2)	(4.2)	(4.0)	(4.9)
Usually	13.0	19.8	18.3	8.6	18.9	16.1	17.4	17.0	14.2
	(3.7)	(3.7)	(2.9)	(3.2)	(2.3)	(6.9)	(3.3)	(3.0)	(3.5)
Sometimes	33.6	39.6	30.6	33.5	34.6	40.7	38.6	32.9	30.6
	(5.2)	(4.5)	(3.5)	(5.4)	(2.9)	(9.2)	(4.2)	(3.8)	(4.6)
Never	8.5	4.8	7.1	3.5	7.8	3.9	4.5	8.1	7.1
	(3.1)	(2.0)	(2.0)	(2.1)	(1.6)	(3.6)	(1.8)	(2.2)	(2.5)
Number of respondents	161	231	349	156	578	56	275	314	217
Average overall home-care independence score:*									
4 to 8	27.0	25.3	19.0	17.1	26.6	18.7	25.8	23.8	20.1
	(4.9)	(4.0)	(3.0)	(4.3)	(2.7)	(7.4)	(3.8)	(3.5)	(4.0)
9 to 12	42.6	46.3	57.7	46.4	51.5	35.3	46.5	48.1	53.0
	(5.5)	(4.6)	(3.8)	(5.7)	(3.0)	(9.1)	(4.3)	(4.1)	(5.0)
13 to 15	21.1	22.2	17.3	22.4	16.7	42.3	20.5	20.5	21.0
	(4.5)	(3.8)	(2.9)	(4.8)	(2.2)	(9.4)	(3.5)	(3.3)	(4.0)
16	9.2	6.2	6.1	14.2	5.2	3.7	7.2	7.6	5.9
	(3.2)	(2.2)	(1.8)	(4.0)	(1.3)	(3.6)	(2.2)	(2.2)	(2.3)
Number of respondents	161	227	346	154	573	55	274	309	216

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* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Financial Independence	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of in-school youth receiving allowance or other money they control	81.0	74.4	83.9	83.2	82.9	76.1	80.9	81.5	77.5	81.0	---	---
	(2.5)	(5.4)	(3.9)	(4.2)	(2.9)	(5.2)	(3.5)	(3.3)	(10.4)	(2.4)		
Number of respondents	509	144	177	164	370	139	222	249	38	509	0	0
Percentage of out-of-school youth who had:												
Savings account	44.4	45.4	51.0	42.0	47.4	35.5	---	39.9	45.9	---	51.0	39.3
	(4.0)	(9.1)	(6.8)	(7.1)	(4.6)	(8.0)		(11.7)	(4.5)		(6.6)	(5.6)
Checking account	8.1	3.2	5.6	11.6	6.0	14.3	---	9.0	8.1	---	3.6	11.5
	(2.2)	(3.2)	(3.2)	(4.6)	(2.2)	(5.9)		(6.9)	(2.5)		(2.5)	(3.6)
Other investments	0.4	0.0	1.0	0.0	0.5	0.0	---	0.0	0.4	---	0.0	0.6
	(0.5)	(0.0)	(1.3)	(0.0)	(0.6)	(0.0)		(0.0)	(0.6)		(0.0)	(0.9)
Credit card in own name	8.1	5.1	7.1	12.5	7.5	9.9	---	0.0	9.8	---	4.3	11.1
	(2.2)	(4.0)	(3.5)	(4.7)	(2.5)	(5.0)		(0.0)	(2.7)		(2.7)	(3.6)
None of these	44.2	49.9	42.3	39.8	43.6	46.0	---	49.0	42.5	---	43.7	44.6
	(4.0)	(9.0)	(6.7)	(6.9)	(4.6)	(8.3)		(11.8)	(4.5)		(6.5)	(5.6)
Number of respondents	316	65	107	99	243	73	2	32	281	0	120	196
Percentage of out-of-school youth living independently who received financial support from family for living expenses	17.1	---	24.2	7.5	18.0	15.4	---	---	15.5	---	---	14.3
	(7.2)		(15.8)	(8.0)	(8.5)	(13.4)			(7.7)			(7.9)
Number of respondents	58	8	15	22	43	15	0	6	52	0	8	50

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40B: FINANCIAL INDEPENDENCE OF YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Financial Independence	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of in-school youth receiving allowance or other money they control	80.3	81.4	84.3	78.3	84.4	62.1	78.7	82.9	82.1
	(5.4)	(4.5)	(3.6)	(6.0)	(2.8)	(11.0)	(4.5)	(3.8)	(4.8)
Number of respondents	107	146	211	101	354	38	171	199	134
Percentage of out-of-school youth who had:									
Savings account	14.7	41.2	64.4	26.4	49.7	30.7	24.4	51.7	62.5
	(6.9)	(7.2)	(5.6)	(9.1)	(4.7)	(15.7)	(6.1)	(6.3)	(7.9)
Checking account	9.3	10.0	7.1	0.9	8.7	17.6	10.0	8.2	5.8
	(5.6)	(4.4)	(3.0)	(1.9)	(2.6)	(12.9)	(4.3)	(3.5)	(3.8)
Other investments	0.0	0.0	1.0	0.0	0.5	0.0	0.0	0.8	0.1
	(0.0)	(0.0)	(1.2)	(0.0)	(0.6)	(0.0)	(0.0)	(1.1)	(0.5)
Credit card in own name	5.7	4.9	12.8	1.8	10.1	3.5	5.3	9.4	11.1
	(4.5)	(3.2)	(4.0)	(2.6)	(2.8)	(6.2)	(3.1)	(3.8)	(5.2)
None of these	69.4	45.2	26.6	68.2	38.1	49.8	62.2	34.6	31.7
	(8.9)	(7.2)	(5.2)	(9.2)	(4.5)	(17.0)	(6.7)	(6.0)	(7.6)
Number of respondents	53	92	142	50	235	17	104	126	77
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	16.8	28.2	---	17.2	---	20.6	1.8	---
		(11.2)	(14.0)		(8.3)		(11.3)	(3.9)	
Number of respondents	12	22	21	10	44	4	27	25	6

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH LEARNING DISABILITIES

Social Experiences	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage getting together with friends:												
Less than once a week	7.5	6.0	7.1	8.7	7.4	8.0	9.4	7.2	5.5	8.6	5.6	4.7
	(1.3)	(2.3)	(2.1)	(2.4)	(1.5)	(2.6)	(2.6)	(2.0)	(1.8)	(1.7)	(2.5)	(2.2)
Once a week	9.7	11.4	9.8	7.0	6.7	18.2	12.3	7.9	8.9	9.8	7.2	11.6
	(1.4)	(3.1)	(2.4)	(2.2)	(1.4)	(3.7)	(2.9)	(2.1)	(2.3)	(1.8)	(2.9)	(3.4)
2 to 3 times a week	27.9	24.3	23.2	35.0	25.8	33.7	21.9	31.8	30.3	25.9	30.4	34.7
	(2.2)	(4.1)	(3.4)	(4.0)	(2.4)	(4.6)	(3.7)	(3.6)	(3.7)	(2.6)	(5.1)	(5.1)
4 to 5 times a week	17.7	14.9	23.2	15.5	20.0	11.0	16.5	17.5	19.6	18.8	15.1	15.1
	(1.8)	(3.4)	(3.4)	(3.1)	(2.2)	(3.0)	(3.3)	(2.9)	(3.2)	(2.4)	(4.0)	(3.8)
More than 5 times a week	37.2	43.4	36.7	33.7	40.0	29.1	40.0	35.6	35.6	36.9	41.8	34.0
	(2.3)	(4.8)	(3.9)	(4.0)	(2.7)	(4.4)	(4.4)	(3.7)	(3.9)	(2.9)	(5.5)	(5.1)
Number of respondents	900	230	309	280	677	223	223	314	363	503	171	226
Percentage belonging to:												
No school/community group	58.5	66.0	57.8	50.4	60.1	54.0	49.2	58.0	72.4	52.0	68.5	79.9
	(2.3)	(4.5)	(4.0)	(4.2)	(2.7)	(4.7)	(4.4)	(3.7)	(3.5)	(3.0)	(5.0)	(4.2)
Sports team	22.7	15.6	22.5	29.5	24.4	17.8	30.4	23.7	10.5	27.6	11.5	10.4
	(2.0)	(3.4)	(3.3)	(3.9)	(2.4)	(3.6)	(4.1)	(3.2)	(2.4)	(2.7)	(3.5)	(3.2)
Performing group	5.5	4.9	5.1	6.3	3.4	11.5	9.2	4.5	2.0	7.1	2.2	1.3
	(1.1)	(2.0)	(1.8)	(2.1)	(1.0)	(3.0)	(2.6)	(1.6)	(1.1)	(1.5)	(1.6)	(1.2)
Community/church group	19.2	18.2	21.5	19.9	18.0	22.8	24.6	16.7	15.7	21.7	15.5	11.5
	(1.9)	(3.7)	(3.3)	(3.4)	(2.1)	(4.0)	(3.8)	(2.8)	(2.9)	(2.5)	(3.9)	(3.3)
School subject club	2.0	3.4	1.3	1.4	1.1	4.3	1.9	2.3	1.5	2.5	1.5	0.0
	(0.7)	(1.7)	(0.9)	(1.0)	(0.6)	(1.9)	(1.2)	(1.1)	(1.0)	(0.9)	(1.3)	(0.0)
Fraternity/sorority or other social club	1.9	2.4	2.3	1.1	1.9	2.0	0.0	1.5	2.2	0.0	2.4	1.4
	(1.0)	(2.3)	(1.8)	(1.4)	(1.1)	(2.1)	(0.0)	(2.1)	(1.2)	(0.0)	(1.7)	(1.2)
Hobby club	1.7	0.2	0.5	4.0	1.4	2.7	2.1	1.5	0.0	1.7	0.0	0.0
	(0.8)	(0.5)	(0.8)	(2.2)	(0.9)	(2.0)	(1.3)	(1.0)	(0.0)	(0.8)	(0.0)	(0.0)
Student government	0.2	0.0	0.2	0.4	0.3	0.0	0.0	0.5	0.0	0.3	0.0	0.0
	(0.2)	(0.0)	(0.4)	(0.5)	(0.3)	(0.0)	(0.0)	(0.5)	(0.0)	(0.3)	(0.0)	(0.0)
Volunteer service group	0.4	0.0	1.1	0.1	0.0	1.5	0.5	0.3	0.5	0.4	0.9	0.0
	(0.3)	(0.0)	(0.9)	(0.2)	(0.0)	(1.2)	(0.6)	(0.4)	(0.6)	(0.4)	(1.0)	(0.0)
Vocational club	2.6	1.2	2.2	4.4	2.6	2.8	2.8	3.9	0.4	3.5	0.5	0.6
	(0.8)	(1.0)	(1.2)	(1.7)	(0.9)	(1.6)	(1.5)	(1.5)	(0.5)	(1.1)	(0.7)	(0.8)
Other	3.6	4.8	2.4	4.2	3.3	4.5	3.6	4.3	2.5	3.8	6.7	0.0
	(0.9)	(2.0)	(1.2)	(1.7)	(1.0)	(2.0)	(1.7)	(1.5)	(1.2)	(1.1)	(2.7)	(0.0)
Number of respondents	931	243	319	281	701	230	228	320	383	517	176	238

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Social Experiences	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage getting together with friends:									
Less than once a week	8.4	9.4	4.5	6.9	7.3	14.2	8.3	5.3	10.5
	(2.9)	(2.5)	(1.5)	(2.8)	(1.5)	(6.3)	(2.3)	(1.7)	(2.9)
Once a week	9.5	9.3	9.6	7.9	8.5	22.5	8.4	9.7	11.9
	(3.1)	(2.5)	(2.2)	(3.0)	(1.6)	(7.5)	(2.3)	(2.3)	(3.1)
2 to 3 times a week	26.8	27.9	29.6	23.9	28.7	25.0	25.3	32.8	23.0
	(4.6)	(3.9)	(3.3)	(4.8)	(2.6)	(7.8)	(3.6)	(3.6)	(4.0)
4 to 5 times a week	14.4	17.6	22.4	15.1	18.7	17.1	14.4	19.0	21.0
	(3.7)	(3.3)	(3.1)	(4.0)	(2.2)	(6.8)	(2.9)	(3.0)	(3.9)
More than 5 times a week	40.9	35.7	33.9	46.2	36.9	21.3	43.6	33.2	33.6
	(5.1)	(4.1)	(3.5)	(5.6)	(2.7)	(7.4)	(4.1)	(3.6)	(4.5)
Number of respondents	182	264	377	167	646	60	308	350	231
Percentage belonging to:									
No school/community group	66.3	62.6	45.8	59.6	54.8	80.3	68.2	60.0	39.5
	(4.8)	(4.1)	(3.6)	(5.3)	(2.8)	(7.0)	(3.8)	(3.7)	(4.7)
Sports team	16.9	20.0	29.8	24.4	24.3	10.3	18.6	22.5	30.2
	(3.9)	(3.4)	(3.3)	(4.7)	(2.4)	(5.4)	(3.1)	(3.2)	(4.4)
Performing group	2.9	5.5	8.9	5.5	5.7	2.9	2.1	6.6	9.5
	(1.7)	(2.0)	(2.1)	(2.5)	(1.3)	(3.0)	(1.2)	(1.9)	(2.8)
Community/church group	16.7	16.5	25.2	21.2	20.6	4.8	10.9	19.7	32.3
	(3.8)	(3.2)	(3.1)	(4.4)	(2.3)	(3.8)	(2.5)	(3.0)	(4.5)
School subject club	2.5	0.7	2.4	3.2	1.7	0.0	1.5	1.9	3.0
	(1.6)	(0.7)	(1.1)	(1.9)	(0.7)	(0.0)	(1.0)	(1.0)	(1.6)
Fraternity/sorority or other social club	0.4	0.0	4.5	0.6	2.6	0.0	1.8	0.7	4.5
	(1.0)	(0.0)	(2.3)	(1.3)	(1.3)	(0.0)	(1.6)	(1.0)	(3.1)
Hobby club	0.0	2.3	1.9	1.1	2.3	0.0	0.5	1.2	4.7
	(0.0)	(1.7)	(1.3)	(1.5)	(1.1)	(0.0)	(0.8)	(1.1)	(2.7)
Student government	0.0	0.0	0.6	0.0	0.1	1.3	0.0	0.0	0.8
	(0.0)	(0.0)	(0.6)	(0.0)	(0.2)	(2.0)	(0.0)	(0.0)	(0.9)
Volunteer service group	0.0	0.0	1.2	0.5	0.4	0.0	0.0	0.0	1.7
	(0.0)	(0.0)	(0.8)	(0.8)	(0.4)	(0.0)	(0.2)	(0.0)	(1.2)
Vocational club	1.5	4.1	2.6	0.0	3.5	1.6	2.8	1.2	4.8
	(1.3)	(1.7)	(1.1)	(0.0)	(1.0)	(2.2)	(1.3)	(0.8)	(2.0)
Other	4.3	2.4	4.7	2.4	4.0	3.1	3.2	3.7	4.5
	(2.1)	(1.3)	(1.5)	(1.6)	(1.1)	(3.1)	(1.4)	(1.4)	(2.0)
Number of respondents	190	268	387	182	659	63	322	361	234

Source: Parent interviews.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Social Experiences	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever arrested	12.5	13.9	10.9	8.9	15.5	4.1	6.6	17.3	13.1	9.0	19.3	22.1
	(1.6)	(3.3)	(2.5)	(2.4)	(2.0)	(1.9)	(2.2)	(2.9)	(2.6)	(1.7)	(4.2)	(4.3)
Number of respondents	935	243	318	285	705	230	227	322	386	515	180	240
Percentage of out-of-school youth who were:*												
Single, never married	90.1	94.6	94.4	82.1	94.7	76.6	---	86.8	90.6	---	96.3	85.6
	(2.5)	(4.2)	(3.2)	(5.6)	(2.1)	(7.3)		(7.8)	(2.6)		(2.5)	(3.8)
Engaged	1.1	1.8	0.4	1.4	0.4	2.9	---	2.8	0.8	---	0.9	1.2
	(0.9)	(2.5)	(0.8)	(1.7)	(0.6)	(2.9)		(3.8)	(0.8)		(1.2)	(1.2)
Married	8.5	3.5	4.5	16.5	4.5	20.4	---	10.4	8.3	---	2.1	13.2
	(2.3)	(3.4)	(2.9)	(5.4)	(2.0)	(7.0)		(7.0)	(2.5)		(1.9)	(3.7)
Divorced/separated	0.3	0.0	0.8	0.0	0.4	0.0	---	0.0	0.3	---	0.7	0.0
	(0.4)	(0.0)	(1.2)	(0.0)	(0.6)	(0.0)		(0.0)	(0.5)		(1.1)	(0.0)
Number of respondents	337	72	113	105	261	76	2	33	302	0	123	214

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* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41B: SOCIAL EXPERIENCES OF YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Social Experiences	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever arrested	15.4	13.3	10.3	18.4	9.5	15.2	15.7	11.4	9.7
	(3.7)	(2.9)	(2.2)	(4.2)	(1.6)	(6.3)	(2.9)	(2.4)	(2.8)
Number of respondents	191	271	388	183	662	64	323	364	235
Percentage of out-of-school youth who were:*									
Single, never married	84.3	86.5	95.8	95.8	89.6	79.4	83.9	91.0	100
	(7.3)	(5.0)	(2.5)	(4.3)	(2.9)	(13.8)	(5.3)	(3.7)	(0.0)
Engaged	1.8	0.4	1.3	0.9	1.3	0.0	0.4	1.0	0.0
	(2.6)	(0.9)	(1.4)	(2.0)	(1.1)	(0.0)	(0.9)	(1.3)	(0.0)
Married	13.9	13.1	2.9	3.3	8.7	20.6	14.8	7.9	0.0
	(7.0)	(5.0)	(2.1)	(3.8)	(2.7)	(13.8)	(5.1)	(3.5)	(0.0)
Divorced/separated	0.0	0.0	0.0	0.0	0.4	0.0	0.8	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.6)	(0.0)	(1.3)	(0.0)	(0.0)
Number of respondents	55	97	149	56	252	18	113	134	81

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* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH LEARNING DISABILITIES

		Community			Gender		Age in 1987			School Status		
Postsecondary Education	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking any post-secondary education course in the past year	15.6	15.6	19.5	10.4	14.7	18.2	---	11.7	17.1	---	14.7	16.7
	(2.5)	(5.4)	(4.8)	(3.9)	(2.8)	(5.7)		(5.1)	(3.1)		(3.8)	(3.8)
Number of respondents	429	98	139	126	335	94	6	73	350	0	182	245
Percentage taking in past year:												
Postsecondary vocational courses	10.9	10.8	12.6	8.6	10.6	11.8	---	12.2	11.0	---	12.5	9.6
	(2.3)	(4.9)	(4.1)	(3.6)	(2.5)	(5.0)		(5.6)	(2.6)		(3.7)	(3.1)
2-year college courses	4.8	6.8	5.5	2.7	5.0	4.1	---	1.7	5.9	---	2.5	6.9
	(1.5)	(4.0)	(2.8)	(2.1)	(1.8)	(3.1)		(2.3)	(2.0)		(1.7)	(2.6)
4-year college courses	1.5	0.0	3.5	0.0	0.8	3.9	---	0.0	1.6	---	1.3	1.8
	(0.9)	(0.0)	(2.2)	(0.0)	(0.7)	(2.9)		(0.0)	(1.0)		(1.2)	(1.4)
Number of respondents	402	88	132	120	315	86	6	61	334	0	164	235
Average number courses taken in the past year by students in a:												
Postsecondary vocational program	3.7	---	3.8	---	3.9	---	---	---	3.9	---	3.0	4.7
	(0.5)		(0.7)		(0.6)				(0.6)		(0.6)	(0.9)
Number of respondents	42	9	17	12	31	11	0	9	33	0	25	17
2-year college	4.4	---	---	---	4.2	---	---	---	4.7	---	---	4.9
	(0.7)				(0.8)				(0.8)			(1.0)
Number of respondents	30	9	10	6	23	7	0	2	28	0	7	23
4-year college	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	6	0	4	0	3	3	1	0	5	0	2	4
Percentage taking courses in the past year who earned a:												
Postsecondary vocational degree/license	55.4	---	---	---	66.1	---	---	---	55.5	---	---	30.8
	(10.6)				(11.7)				(12.6)			(16.6)
2-year college degree/license	9.3	---	---	---	11.8	---	---	---	10.2	---	---	12.3
	(7.6)				(9.6)				(8.6)			(10.8)
Number of respondents	31	10	10	6	24	7	0	2	29	0	7	20
Percentage with postsecondary grade point average:												
3.25 to 4.0	15.1	24.8	5.3	44.8	11.6	29.0	---	20.5	12.6	---	12.5	18.6
	(6.5)	(16.8)	(6.0)	(19.2)	(6.5)	(17.7)		(14.0)	(6.9)		(8.1)	(10.3)
2.75 to 3.24	10.7	3.0	15.5	3.8	9.7	14.3	---	9.1	11.4	---	16.9	2.4
	(5.6)	(6.6)	(9.7)	(7.4)	(6.0)	(13.7)		(10.0)	(6.6)		(9.2)	(4.1)
2.25 to 2.74	29.7	38.9	37.0	4.5	31.7	21.8	---	35.6	26.9	---	34.9	22.9
	(8.2)	(19.0)	(12.9)	(8.1)	(9.5)	(16.1)		(16.6)	(9.3)		(11.7)	(11.1)
1.75 to 2.24	23.3	9.4	25.4	34.6	21.7	29.5	---	16.5	26.5	---	13.1	36.7
	(7.6)	(11.4)	(11.7)	(18.4)	(8.4)	(17.8)		(12.9)	(9.2)		(8.3)	(12.7)
1.74 or lower	21.2	24.0	16.7	12.2	25.2	5.4	---	18.3	22.6	---	22.6	19.4
	(7.4)	(16.6)	(10.0)	(12.6)	(8.8)	(8.8)		(13.4)	(8.7)		(10.3)	(10.5)
Number of respondents	74	16	29	18	57	17	0	16	58	0	37	37

Source: Parent interviews.

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Postsecondary Education	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking any postsecondary education course in the past year	9.1	13.4	22.9	20.0	14.5	17.7	11.4	15.2	26.3
	(4.5)	(4.3)	(4.5)	(6.5)	(2.9)	(10.7)	(3.8)	(4.0)	(6.4)
Number of respondents	82	121	175	81	306	25	148	164	99
Percentage taking in past year:									
Postsecondary vocational courses	7.9	11.3	12.2	19.3	9.5	7.2	8.5	11.3	15.7
	(4.3)	(4.2)	(3.6)	(6.7)	(2.5)	(7.4)	(3.4)	(3.7)	(5.4)
2-year college courses	1.8	3.5	9.5	2.8	5.2	5.4	2.3	4.1	10.9
	(2.1)	(2.4)	(3.2)	(2.8)	(1.9)	(6.5)	(1.8)	(2.3)	(4.7)
4-year college courses	0.0	0.8	2.7	0.0	1.6	5.6	1.2	1.1	3.2
	(0.0)	(1.1)	(1.8)	(0.0)	(1.0)	(6.4)	(1.3)	(1.2)	(2.6)
Number of respondents	78	112	167	74	288	24	141	152	95
Average number courses taken in the past year by students in a:									
Postsecondary vocational program	---	---	3.4	---	4.2	---	---	3.0	---
			(0.7)		(0.7)			(0.6)	
Number of respondents	4	13	19	10	29	2	12	16	14
2-year college	---	---	4.4	---	4.3	---	---	---	---
			(0.9)		(0.8)				
Number of respondents	3	4	21	4	24	1	6	10	14
4-year college	---	---	---	---	---	---	---	---	---
Number of respondents	0	2	3	0	5	1	1	2	3
Percentage taking courses in the past year who earned a:									
Postsecondary vocational degree/license	---	---	66.7	---	67.0	---	---	---	---
			(14.3)		(12.1)				
2-year college degree/license	---	---	12.2	---	10.3	---	---	---	---
			(9.9)		(8.8)				
Number of respondents	3	4	22	4	25	1	6	11	14
Percentage with postsecondary grade point average:									
3.25 to 4.0	---	20.4	15.4	---	12.4	---	14.9	17.5	12.7
		(13.1)	(8.6)		(6.8)		(13.8)	(11.1)	(9.5)
2.75 to 3.24	---	7.4	12.1	---	10.0	---	1.8	12.8	14.0
		(8.5)	(7.8)		(6.2)		(5.2)	(9.8)	(9.9)
2.25 to 2.74	---	40.5	22.2	---	33.2	---	32.6	33.0	24.3
		(15.9)	(9.9)		(9.7)		(18.2)	(13.7)	(12.2)
1.75 to 2.24	---	13.8	38.7	---	31.8	---	13.1	14.0	39.7
		(11.2)	(11.6)		(9.6)		(13.1)	(10.1)	(14.0)
1.74 or lower	---	18.0	11.6	---	12.7	---	37.6	22.6	9.3
		(12.5)	(7.6)		(6.9)		(18.8)	(12.2)	(8.3)
Number of respondents	6	20	42	14	56	2	17	29	28

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth working for pay in past year	67.4	54.2	73.1	72.1	71.6	55.6	52.2	73.7	78.5	62.9	79.1	76.6
	(2.2)	(4.7)	(3.5)	(3.7)	(2.4)	(4.6)	(4.4)	(3.3)	(3.2)	(2.8)	(4.3)	(4.3)
Number of respondents	962	245	324	298	725	237	233	332	397	529	183	250
Percentage of youth who currently had:												
No employment	37.5	46.7	30.4	35.8	34.3	46.6	45.1	33.9	32.7	39.3	29.7	37.0
	(2.3)	(4.7)	(3.7)	(4.0)	(2.6)	(4.7)	(4.4)	(3.5)	(3.6)	(2.9)	(5.0)	(4.9)
Volunteer work only	9.2	9.6	9.2	9.5	9.1	9.2	11.8	9.7	4.6	10.8	7.2	3.8
	(1.4)	(2.7)	(2.3)	(2.4)	(1.6)	(2.7)	(2.8)	(2.2)	(1.6)	(1.8)	(2.8)	(1.9)
Workstudy only	6.0	8.7	5.4	3.5	5.0	8.8	6.5	6.6	4.3	7.6	3.6	0.8
	(1.1)	(2.6)	(1.8)	(1.5)	(1.2)	(2.7)	(2.2)	(1.9)	(1.6)	(1.6)	(2.0)	(0.9)
Sheltered work only	0.7	0.1	1.0	0.8	0.9	0.0	0.0	0.4	2.1	0.4	1.2	1.2
	(0.4)	(0.2)	(0.8)	(0.8)	(0.5)	(0.1)	(0.0)	(0.5)	(1.1)	(0.4)	(1.2)	(1.1)
Part time competitive work	29.3	26.2	33.2	29.4	31.1	24.2	29.4	32.3	24.4	32.0	26.8	19.3
	(2.1)	(4.1)	(3.8)	(3.8)	(2.5)	(4.0)	(4.0)	(3.5)	(3.3)	(2.8)	(4.8)	(4.0)
Full time competitive work	17.4	8.7	20.7	20.9	19.6	11.2	7.3	17.2	31.8	9.9	31.5	37.9
	(1.8)	(2.6)	(3.2)	(3.4)	(2.2)	(3.0)	(2.3)	(2.8)	(3.6)	(1.8)	(5.0)	(4.9)
Number of respondents	948	246	320	290	714	234	229	328	391	519	180	249
Percentage of employed youth with:												
1 paid job	86.7	94.3	86.0	81.3	86.9	86.1	79.3	90.8	87.6	85.0	89.7	89.4
	(2.2)	(3.6)	(3.6)	(4.3)	(2.4)	(5.3)	(5.8)	(3.0)	(3.2)	(3.2)	(4.1)	(3.8)
2 or more paid jobs	13.3	5.7	14.0	18.7	13.1	13.9	20.7	9.2	12.4	15.0	10.3	10.6
	(2.2)	(3.6)	(3.6)	(4.3)	(2.4)	(5.3)	(5.8)	(3.0)	(3.2)	(3.2)	(4.1)	(3.8)
Number of respondents	512	96	195	172	416	96	86	177	249	234	114	164
Percentage with paid job earning an hourly rate of:												
< $3.00	17.9	15.2	18.8	20.3	17.0	21.5	40.1	10.0	8.3	24.8	4.2	7.6
	(2.6)	(5.9)	(4.2)	(4.6)	(2.8)	(6.5)	(7.2)	(3.2)	(2.9)	(4.0)	(2.9)	(3.5)
$3.00 to $3.99	40.4	42.7	36.9	43.2	38.1	49.7	38.9	47.4	31.8	47.2	28.7	28.7
	(3.3)	(8.1)	(5.2)	(5.7)	(3.7)	(7.9)	(7.1)	(5.3)	(4.9)	(4.6)	(6.5)	(6.0)
$4.00 to $4.99	18.5	21.3	16.4	17.6	19.3	15.2	9.4	20.4	24.4	12.7	29.4	27.7
	(2.6)	(6.7)	(4.0)	(4.4)	(3.0)	(5.7)	(4.3)	(4.3)	(4.5)	(3.1)	(6.5)	(5.9)
$5.00 or more	23.1	20.8	27.9	18.9	25.5	13.6	11.5	22.2	35.5	15.2	37.7	36.0
	(2.9)	(6.7)	(4.8)	(4.5)	(3.3)	(5.4)	(4.7)	(4.4)	(5.0)	(3.3)	(6.9)	(6.4)
Number of respondents	464	85	177	159	374	90	83	165	216	220	102	142
Average wage of employed youth	4.00	4.30	4.10	3.70	4.10	3.60	3.20	4.00	4.70	3.50	5.00	4.60
	(0.10)	(0.50)	(0.20)	(0.20)	(0.20)	(0.30)	(0.30)	(0.20)	(0.30)	(0.20)	(0.50)	(0.30)
Number of respondents	464	85	177	159	374	90	83	165	216	220	102	142

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES

Employment Characteristics	Household Income: Under $12,000	Household Income: 12,000-$24,999	Household Income: $25,000 and Over	Ethnicity: Black	Ethnicity: White	Ethnicity: Hispanic	Head of Household's Education: No High School Diploma	Head of Household's Education: High School Diploma	Head of Household's Education: Beyond High School
Percentage of youth working for pay in past year	59.5	65.2	75.7	53.8	74.5	46.9	65.2	68.2	70.8
	(5.0)	(4.1)	(3.1)	(5.4)	(2.4)	(8.7)	(3.8)	(3.5)	(4.3)
Number of respondents	192	271	391	184	677	64	324	366	237
Percentage of youth who currently had:									
No employment	47.0	39.2	25.9	52.9	30.0	55.4	43.1	38.5	24.7
	(5.1)	(4.2)	(3.2)	(5.3)	(2.6)	(8.7)	(4.0)	(3.7)	(4.1)
Volunteer work only	6.7	10.3	10.9	5.4	9.9	7.7	5.8	9.2	14.5
	(2.6)	(2.6)	(2.2)	(2.4)	(1.7)	(4.6)	(1.9)	(2.2)	(3.3)
Workstudy only	11.8	2.0	4.7	9.8	4.2	9.7	7.6	4.4	6.5
	(3.3)	(1.2)	(1.5)	(3.2)	(1.1)	(5.1)	(2.1)	(1.5)	(2.3)
Sheltered work only	0.7	0.3	1.2	0.0	0.7	2.2	1.0	0.5	0.3
	(0.8)	(0.5)	(0.8)	(0.0)	(0.5)	(2.5)	(0.8)	(0.5)	(0.5)
Part time competitive work	24.9	28.1	35.6	22.6	33.6	17.1	25.7	28.9	36.3
	(4.4)	(3.8)	(3.4)	(4.5)	(2.6)	(6.5)	(3.5)	(3.4)	(4.6)
Full time competitive work	8.9	20.0	21.6	9.2	21.5	8.0	16.7	18.6	17.7
	(2.9)	(3.4)	(3.0)	(3.1)	(2.3)	(4.7)	(3.0)	(2.9)	(3.6)
Number of respondents	192	271	391	184	672	65	323	366	237
Percentage of employed youth with:									
1 paid job	93.3	89.1	82.4	96.4	84.1	100	91.9	82.2	87.6
	(4.2)	(3.7)	(3.5)	(3.5)	(2.6)	(0.0)	(3.2)	(3.9)	(4.1)
2 or more paid jobs	6.7	10.9	17.6	3.6	15.9	0.0	8.1	17.8	12.4
	(4.2)	(3.7)	(3.5)	(3.5)	(2.6)	(0.0)	(3.2)	(3.9)	(4.1)
Number of respondents	73	149	242	67	413	23	161	204	138
Percentage with paid job earning an hourly rate of:									
< $3.00	11.9	24.5	13.5	17.4	18.2	12.4	16.3	17.6	21.8
	(5.9)	(5.3)	(3.3)	(8.0)	(2.9)	(10.3)	(4.6)	(4.1)	(5.3)
$3.00 to $3.99	62.2	36.5	37.8	55.4	38.4	43.4	47.8	34.9	40.2
	(8.9)	(5.9)	(4.6)	(10.4)	(3.6)	(15.5)	(6.2)	(5.1)	(6.3)
$4.00 to $4.99	10.4	21.0	19.8	7.9	19.3	35.2	17.0	21.5	16.0
	(5.6)	(5.0)	(3.8)	(5.7)	(3.0)	(15.0)	(4.6)	(4.4)	(4.7)
$5.00 or more	15.6	18.1	28.9	19.3	24.1	9.1	18.8	26.1	21.9
	(6.6)	(4.7)	(4.3)	(8.3)	(3.2)	(9.0)	(4.8)	(4.7)	(5.3)
Number of respondents	61	135	227	53	380	20	142	184	128
Average wage of employed youth	4.10	3.80	4.20	4.20	4.00	3.70	4.00	4.10	3.90
	(0.60)	(0.20)	(0.20)	(0.80)	(0.10)	(0.30)	(0.30)	(0.20)	(0.20)
Number of respondents	61	135	227	53	380	20	142	184	128

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES (Continued)

		Community			Gender		Age in 1987			School Status		
Employment Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of employed youth working at:												
Lawn work or odd jobs	12.5	7.2	9.8	17.8	14.8	3.2	25.8	8.6	5.8	16.7	6.9	3.7
	(2.2)	(4.0)	(3.1)	(4.2)	(2.6)	(2.6)	(6.2)	(2.9)	(2.3)	(3.3)	(3.5)	(2.4)
Waiter/waitress, busboy, cook	16.8	20.6	16.4	13.9	14.6	26.0	14.0	16.8	19.3	17.4	17.9	13.7
	(2.4)	(6.2)	(3.9)	(3.8)	(2.6)	(6.5)	(5.0)	(3.8)	(4.0)	(3.4)	(5.3)	(4.4)
Babysitting/child care	8.5	13.6	9.8	5.8	2.3	34.1	23.9	3.4	1.5	12.4	1.4	2.3
	(1.8)	(5.2)	(3.1)	(2.6)	(1.1)	(7.1)	(6.1)	(1.9)	(1.2)	(2.9)	(1.6)	(1.9)
Farm/agricultural work	9.3	0.0	5.3	18.9	11.4	0.9	3.4	14.0	8.3	9.3	8.9	9.7
	(1.9)	(0.3)	(2.3)	(4.3)	(2.3)	(1.4)	(2.6)	(3.6)	(2.8)	(2.6)	(3.9)	(3.8)
Factory work	3.1	0.7	5.1	3.1	3.5	1.7	1.8	2.9	4.7	2.9	1.6	5.7
	(1.1)	(1.3)	(2.3)	(1.9)	(1.3)	(1.9)	(1.9)	(1.7)	(2.1)	(1.5)	(1.7)	(3.0)
Skilled trade	13.3	7.3	14.4	14.6	15.5	4.0	8.3	15.0	15.4	9.7	19.2	19.8
	(2.2)	(4.0)	(3.7)	(3.9)	(2.6)	(2.9)	(4.0)	(3.7)	(3.6)	(2.6)	(5.4)	(5.1)
Other manual labor	29.8	32.1	34.4	25.7	31.7	22.1	29.6	29.9	29.9	29.8	32.3	27.2
	(3.0)	(7.1)	(4.9)	(4.8)	(3.4)	(6.2)	(6.5)	(4.7)	(4.6)	(4.1)	(6.4)	(5.7)
Sales, store clerk, cashier	5.2	3.0	6.6	4.8	4.3	8.7	3.5	4.6	7.5	4.5	7.7	4.9
	(1.4)	(2.6)	(2.6)	(2.3)	(1.5)	(4.2)	(2.6)	(2.2)	(2.6)	(1.8)	(3.7)	(2.8)
Office/clerical work	2.7	3.6	1.5	2.5	1.7	6.6	0.0	4.2	3.0	2.8	0.7	4.3
	(1.1)	(2.8)	(1.3)	(1.7)	(0.9)	(3.7)	(0.0)	(2.1)	(1.7)	(1.5)	(1.2)	(2.6)
Hospital work/health care	0.6	0.0	0.0	1.9	0.4	1.7	0.0	1.1	0.7	0.5	1.8	0.0
	(0.5)	(0.0)	(0.0)	(1.5)	(0.5)	(1.9)	(0.0)	(1.1)	(0.8)	(0.6)	(1.8)	(0.0)
Other	10.7	18.4	9.2	8.7	12.7	2.7	7.8	10.0	14.4	8.4	11.7	17.9
	(2.0)	(5.9)	(3.0)	(3.1)	(2.4)	(2.4)	(3.8)	(3.1)	(3.5)	(2.5)	(4.4)	(4.9)
Number of respondents	497	93	188	169	404	93	87	173	237	232	110	155
Of youth working for pay, percentage working:												
< 10 hours/week	15.5	14.7	16.8	16.5	14.7	18.6	35.5	9.6	6.3	21.0	9.8	3.8
	(2.4)	(5.6)	(4.0)	(4.2)	(2.6)	(6.1)	(7.0)	(3.1)	(2.5)	(3.7)	(4.1)	(2.4)
10 to 21 hours/week	20.8	27.2	19.1	19.1	19.9	24.5	23.6	25.4	12.0	27.6	14.4	5.7
	(2.7)	(7.1)	(4.2)	(4.4)	(3.0)	(6.7)	(6.3)	(4.6)	(3.3)	(4.1)	(4.9)	(2.9)
22 to 34 hours/week	22.9	29.4	21.9	19.4	23.3	21.2	19.4	27.5	19.4	24.9	17.8	21.5
	(2.8)	(7.3)	(4.4)	(4.5)	(3.1)	(6.4)	(5.8)	(4.7)	(4.0)	(4.0)	(5.3)	(5.2)
35 hours/week or more	40.9	28.6	42.2	44.9	42.1	35.7	21.5	37.5	62.4	26.6	58.0	69.0
	(3.3)	(7.2)	(5.2)	(5.6)	(3.7)	(7.5)	(6.1)	(5.1)	(4.9)	(4.1)	(6.9)	(5.9)
Number of respondents	483	90	182	162	391	92	81	168	234	218	107	158
Average hours per week worked by paid workers	27.2	25.1	27.0	27.7	27.8	25.1	19.6	27.9	33.0	23.3	31.2	35.8
	(0.9)	(2.0)	(1.5)	(1.6)	(1.0)	(2.0)	(2.2)	(1.3)	(1.2)	(1.3)	(1.8)	(1.3)
Number of respondents	483	90	182	162	391	92	81	168	234	218	107	158

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of employed youth working at:									
Lawn work or odd jobs	11.3	10.8	15.1	6.6	14.4	0.0	6.6	14.7	17.7
	(5.3)	(3.6)	(3.3)	(4.6)	(2.5)	(0.0)	(2.9)	(3.6)	(4.8)
Waiter/Waitress, busboy, cook	24.9	14.9	16.0	20.8	15.9	20.1	19.2	18.8	11.6
	(7.3)	(4.1)	(3.4)	(7.4)	(2.6)	(12.0)	(4.6)	(4.0)	(4.0)
Babysitting/child care	11.3	2.7	11.6	18.7	7.0	0.0	7.9	9.5	8.3
	(5.4)	(1.9)	(3.0)	(7.2)	(1.8)	(0.0)	(3.1)	(3.0)	(3.5)
Farm/agricultural work	7.6	8.7	10.0	5.0	10.5	5.7	10.0	8.5	7.5
	(4.5)	(3.3)	(2.8)	(4.0)	(2.2)	(6.9)	(3.5)	(2.9)	(3.3)
Factory work	1.9	5.0	1.3	2.0	3.5	0.2	6.3	1.7	1.0
	(2.3)	(2.5)	(1.1)	(2.6)	(1.3)	(1.3)	(2.8)	(1.3)	(1.2)
Skilled trade	7.6	17.5	13.1	2.4	15.4	7.9	14.6	15.4	7.8
	(4.5)	(4.4)	(3.1)	(2.8)	(2.6)	(8.1)	(4.1)	(3.7)	(3.4)
Other manual labor	31.8	31.0	28.0	35.4	27.5	48.0	28.1	29.8	31.7
	(7.9)	(5.4)	(4.2)	(8.8)	(3.2)	(14.9)	(5.2)	(4.7)	(5.8)
Sales, store clerk, cashier	2.7	4.0	6.7	1.7	6.0	0.0	1.8	3.7	11.5
	(2.8)	(2.3)	(2.3)	(2.3)	(1.7)	(0.0)	(1.5)	(1.9)	(4.0)
Office/clerical work	4.3	2.9	2.2	7.0	2.1	0.0	3.8	2.3	2.0
	(3.4)	(1.9)	(1.4)	(4.7)	(1.0)	(0.0)	(2.2)	(1.5)	(1.8)
Hospital work/health care	0.0	0.0	1.6	0.0	0.8	0.0	1.1	0.8	0.0
	(0.0)	(0.0)	(1.2)	(0.0)	(0.7)	(0.0)	(1.2)	(0.9)	(0.0)
Other	3.2	15.5	10.1	5.8	11.4	18.1	7.3	12.3	13.2
	(3.0)	(4.2)	(2.8)	(4.3)	(2.3)	(11.5)	(3.0)	(3.4)	(4.2)
Number of respondents	70	147	234	63	402	22	156	197	135
Of youth working for pay, percentage working:									
< 10 hours/week	17.7	12.2	17.5	20.8	14.1	10.1	11.9	16.2	19.2
	(6.8)	(3.9)	(3.6)	(7.9)	(2.6)	(9.1)	(3.9)	(3.8)	(5.0)
10 to 21 hours/week	17.9	26.8	19.4	19.4	20.4	33.8	25.9	19.7	16.5
	(6.8)	(5.3)	(3.7)	(7.7)	(3.0)	(14.2)	(5.3)	(4.1)	(4.7)
22 to 34 hours/week	33.4	16.7	22.4	29.4	22.5	16.0	17.8	22.8	28.5
	(8.4)	(4.5)	(3.9)	(8.8)	(3.1)	(11.0)	(4.7)	(4.4)	(5.7)
35 hours/week or more	31.0	44.3	40.7	30.4	42.9	40.2	44.3	41.3	35.8
	(8.2)	(6.0)	(4.7)	(8.9)	(3.7)	(14.7)	(6.0)	(5.1)	(6.1)
Number of respondents	67	144	232	62	390	22	151	197	131
Average hours per week worked by paid workers	25.3	27.9	26.8	25.1	27.8	26.4	27.9	27.4	26.1
	(2.3)	(1.6)	(1.3)	(2.6)	(1.0)	(3.6)	(1.6)	(1.5)	(1.8)
Number of respondents	67	144	232	62	390	22	151	197	131

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Employment Characteristics	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of those currently working for pay, percentage working at current job:												
< 1 month	17.8	17.2	20.3	18.0	16.6	23.1	17.1	21.3	13.9	19.2	18.5	12.8
	(2.5)	(5.8)	(4.1)	(4.2)	(2.7)	(6.4)	(5.3)	(4.2)	(3.4)	(3.5)	(5.3)	(4.1)
1 to 3 months	33.0	34.2	32.8	35.6	34.3	27.5	30.8	36.5	30.0	35.1	32.0	27.0
	(3.1)	(7.3)	(4.8)	(5.3)	(3.4)	(6.8)	(6.6)	(4.9)	(4.5)	(4.2)	(6.3)	(5.5)
> 3 months to 6 months	11.1	15.8	12.6	8.0	10.5	13.4	14.2	7.6	13.1	9.1	17.7	11.0
	(2.0)	(5.6)	(3.4)	(3.0)	(2.2)	(5.2)	(5.0)	(2.7)	(3.3)	(2.6)	(5.2)	(3.9)
> 6 months	38.1	32.9	34.4	38.4	38.6	36.0	37.9	34.6	43.0	36.6	31.8	49.2
	(3.2)	(7.2)	(4.9)	(5.3)	(3.5)	(7.3)	(6.9)	(4.9)	(4.9)	(4.3)	(6.3)	(6.2)
Number of respondents	511	95	194	171	414	97	87	176	248	234	113	164
Of those ever employed for pay, percentage with longest time at a paid job:												
3 months or less	43.4	51.4	40.0	45.5	42.3	47.7	53.2	49.5	26.9	52.7	27.8	27.4
	(2.8)	(6.5)	(4.6)	(4.8)	(3.2)	(6.4)	(6.3)	(4.5)	(3.9)	(3.8)	(5.5)	(5.0)
> 3 months to 6 months	13.3	12.0	17.2	10.6	12.8	15.0	16.2	8.5	17.3	10.9	16.3	18.4
	(1.9)	(4.2)	(3.5)	(3.0)	(2.1)	(4.6)	(4.6)	(2.5)	(3.3)	(2.4)	(4.6)	(4.3)
> 6 months to 12 months	18.1	17.3	18.8	14.2	19.6	12.8	8.9	19.4	24.2	14.6	23.4	24.9
	(2.2)	(4.9)	(3.6)	(3.4)	(2.5)	(4.3)	(3.6)	(3.5)	(3.7)	(2.7)	(5.2)	(4.8)
> 12 months	25.2	19.3	24.0	29.7	25.4	24.4	21.8	22.6	31.6	21.9	32.5	29.3
	(2.5)	(5.1)	(4.0)	(4.4)	(2.8)	(5.5)	(5.2)	(3.8)	(4.1)	(3.2)	(5.8)	(5.1)
Number of respondents	652	132	237	217	519	133	113	227	312	311	139	202
Average months kept:												
Longest paid job	11.8	8.8	11.5	13.6	12.1	10.9	9.7	11.6	13.9	10.7	14.3	13.1
	(0.9)	(1.4)	(1.4)	(1.9)	(1.1)	(1.8)	(1.7)	(1.5)	(1.4)	(1.2)	(2.0)	(1.7)
Present paid job	10.1	7.9	9.8	10.6	9.7	11.8	11.4	9.6	9.8	10.5	8.7	10.5
	(1.0)	(1.5)	(1.5)	(1.8)	(1.0)	(2.2)	(2.0)	(1.7)	(1.2)	(1.4)	(1.8)	(1.6)
Number of respondents	511	95	194	171	414	97	87	176	248	234	113	164
Percentage of unemployed youth leaving last job by:												
Quitting	24.3	19.2	34.2	16.5	25.2	21.6	14.3	25.5	31.2	18.2	33.5	39.1
	(5.0)	(8.9)	(10.2)	(7.6)	(5.9)	(9.5)	(8.7)	(7.9)	(8.8)	(5.7)	(13.9)	(12.2)
Being fired	8.8	15.0	6.5	6.2	8.7	9.1	0.0	4.8	22.7	4.0	16.0	20.8
	(3.3)	(8.0)	(5.3)	(5.0)	(3.8)	(6.7)	(0.0)	(3.9)	(8.0)	(2.9)	(10.8)	(10.2)
Being laid off	5.1	11.8	1.4	1.8	5.1	5.1	0.0	4.7	10.2	1.6	0.7	22.3
	(2.6)	(7.3)	(2.6)	(2.7)	(3.0)	(5.1)	(0.0)	(3.8)	(5.8)	(1.8)	(2.5)	(10.4)
Ending temporary work	61.8	54.0	57.9	75.5	61.0	64.2	85.7	65.0	35.9	76.2	49.8	17.8
	(5.7)	(11.2)	(10.6)	(8.8)	(6.6)	(11.1)	(8.7)	(8.6)	(9.1)	(6.3)	(14.7)	(9.6)
Number of respondents	145	40	42	46	109	36	29	54	62	82	26	37
Percentage of employed youth fired in the past year	3.5	3.7	4.4	2.2	3.5	3.6	0.5	4.1	6.8	1.7	6.9	8.5
	(0.9)	(1.8)	(1.6)	(1.2)	(1.0)	(1.8)	(0.6)	(1.5)	(2.0)	(0.8)	(2.7)	(2.8)
Number of respondents	949	244	321	293	715	234	230	326	393	520	181	248

Source: Parent interviews.

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES (Concluded)

	Household Income			Ethnicity			Head of Household's Education		
Employment Characteristics	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of those currently working for pay, percentage working at current job:									
< 1 month	22.4	20.9	13.0	17.9	18.3	15.5	19.1	17.4	17.8
	(7.0)	(4.8)	(3.1)	(7.2)	(2.8)	(10.6)	(4.6)	(3.9)	(4.7)
1 to 3 months	35.7	30.0	35.9	38.9	32.4	28.7	34.3	31.9	33.5
	(8.1)	(5.4)	(4.5)	(9.2)	(3.4)	(13.3)	(5.6)	(4.8)	(5.8)
> 3 months to 6 months	7.9	14.1	9.2	9.1	11.4	15.7	10.5	11.1	11.1
	(4.5)	(4.1)	(2.7)	(5.4)	(2.3)	(10.7)	(3.6)	(3.2)	(3.9)
> 6 months	34.0	35.0	41.9	34.1	37.9	40.1	36.1	39.6	37.6
	(8.0)	(5.6)	(4.6)	(8.9)	(3.5)	(14.4)	(5.6)	(5.0)	(6.0)
Number of respondents	74	149	242	66	413	23	159	205	139
Of those ever employed for pay, percentage with longest time at a paid job:									
3 months or less	55.8	41.5	36.6	57.8	39.7	53.2	50.7	40.3	38.5
	(6.8)	(5.0)	(4.1)	(7.5)	(3.2)	(12.3)	(5.0)	(4.4)	(5.5)
> 3 months to 6 months	11.2	14.6	12.9	9.4	14.6	6.6	10.8	14.8	14.7
	(4.3)	(3.6)	(2.8)	(4.4)	(2.3)	(6.1)	(3.1)	(3.2)	(4.0)
> 6 months to 12 months	16.6	20.3	16.8	17.3	18.3	20.5	16.2	20.0	17.6
	(5.1)	(4.1)	(3.1)	(5.7)	(2.5)	(9.9)	(3.7)	(3.6)	(4.3)
> 12 months	16.5	23.7	33.8	15.6	27.4	19.8	22.3	24.9	29.2
	(5.1)	(4.4)	(4.0)	(5.5)	(2.9)	(9.8)	(4.2)	(3.9)	(5.1)
Number of respondents	110	191	295	96	507	33	214	261	170
Average months kept:									
Longest paid job	7.7	11.6	14.9	7.3	12.9	8.6	9.7	12.1	14.4
	(1.4)	(1.6)	(1.5)	(1.4)	(1.1)	(2.8)	(1.3)	(1.4)	(2.2)
Present paid job	7.3	8.7	12.8	7.0	10.7	6.7	8.5	10.7	11.4
	(1.6)	(1.3)	(1.7)	(1.6)	(1.1)	(1.9)	(1.3)	(1.5)	(2.3)
Number of respondents	74	149	242	66	413	23	159	205	139
Percentage of unemployed youth leaving last job by:									
Quitting	22.2	18.1	27.3	20.6	25.7	---	20.6	30.5	17.4
	(9.5)	(8.0)	(8.7)	(10.2)	(6.3)		(7.6)	(8.2)	(10.7)
Being fired	7.8	8.6	10.7	17.4	7.5	---	10.6	5.3	13.5
	(6.1)	(5.8)	(6.1)	(9.5)	(3.8)		(5.8)	(4.0)	(9.7)
Being laid off	9.8	5.7	0.8	4.9	1.8	---	6.7	5.5	0.6
	(6.8)	(4.8)	(1.7)	(5.4)	(1.9)		(4.7)	(4.1)	(2.1)
Ending temporary work	60.2	67.5	61.3	57.2	65.1	---	62.1	58.7	68.6
	(11.2)	(9.7)	(9.6)	(12.5)	(6.9)		(9.1)	(8.8)	(13.2)
Number of respondents	38	42	51	31	96	11	57	60	28
Percentage of employed youth fired in the past year	1.5	4.3	4.8	3.0	3.9	3.2	4.6	1.6	5.3
	(1.2)	(1.7)	(1.5)	(1.8)	(1.1)	(3.1)	(1.7)	(1.0)	(2.1)
Number of respondents	192	271	390	183	672	64	324	365	237

Source: Parent interviews.

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

> "What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence ($r=.54$; $p<.001$), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had significantly lower functional mental skills scale scores than those for whom IQ data were not available (p<.05). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores (p<.001). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F."Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students' records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

	Students Who Did Not Receive Grades		
Student Characteristics	%	S.E.	N
Total	10.8	1.0	5591
Primary disability category			
Learning disabled	4.8	1.1	821
Emotionally disturbed	8.7	1.8	502
Speech impaired	4.3	1.5	379
Mentally retarded	24.0	2.0	846
Visually impaired	10.4	2.5	548
Hard of hearing	1.5	1.0	513
Deaf	11.1	2.0	683
Orthopedically impaired	14.9	2.7	458
Other health impaired	9.6	2.6	284
Multiply handicapped	56.1	4.0	491
Deaf/blind	78.1	6.8	66
Functional mental skills*			
Low	54.9	5.3	548
Medium	11.5	1.9	1724
High	3.6	1.0	1962
Student assigned to grade level			
Yes	5.1	.8	4619
No	65.7	3.6	941
Student attended:			
Special school for students with disabilities	54.5	3.9	1529
Regular secondary school	6.9	.8	4052

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* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved; GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alternations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview nvolves data from two items:

A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"

A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.
- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.
- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.
- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.
- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.
- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

> "Which of the following best describes your school?"
> Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

> "What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"
> Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

> "What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...
> 1 Testing to find out his/her work interests or abilities
> 2 Training in specific job skills, like care repair or food service
> 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
> 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
> 5 Help in finding a job or learning to look for one."
>
> Who has given (NAME) job training or help in the past 12 months?"
> Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally- oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)
2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)
3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)
4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)
5 Technical education (e.g., engineering, architecture, aeronautics)
6 Machine shop, auto and motor repair
7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)
8 Electrical, electronics, communication, air conditioning
9 Manufacturing, industrial arts
10 Painting, interior design/decorating
11 Graphic and commercial arts, drafting, printing, photography
12 Food services, cook, food server, hostess, dishwasher
13 Personal services, cosmetology, laundry/cleaning
14 Custodial services/janitor
15 Fireman, law enforcement, public service
16 Other (SPECIFY)
17 Career exploration, prevocational skills, work adjustment
18 Sheltered workshop, supported employment
19 Work study/experience, on-the-job training
20 Clothing/textiles
21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

> "Has (NAME) ever had (kind of service)?"
>
> "Has (NAME) had any of this (kind of service) in the past 12 months?"
>
> "Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/ mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

Speech or language therapy
Personal counseling or therapy
A tutor, reader, or interpreter
Physical therapy or mobility training (e.g., help with walking or wheelchair use
Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

1 Physical therapy
2 Occupational therapy
3 Assistive devices or physical adaptations
4 Mental health services, personal counseling, therapy, or psychiatric care
5 Speech or language therapy
6 Hearing-loss therapy
7 Tutor, reader, or interpreter
8 Special transportation because of disability
9 Adaptive physical education
10 Health services (e.g., catheterization)
11 Testing for disabilities (e.g., psychological assessment, classroom observation
12 Social work services
00 None of the above

Responses were coded into the support services variables as follows:

If response circled:	Coded as received:
5	Speech therapy
4, 12	Personal counseling/therapy
1, 10	Physical therapy/mobility training
7	Tutor/reader/interpreter
8	Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH

Number of Cases Service Variables	Percentage In With Two Sources	Agreement
Received speech therapy		
Ever	4801	66
In past year	4741	80
In past year from school	4741	69
Received counseling/therapy		
Ever	4786	68
In past year	4753	80
In past year from school	4753	46
Received help from a tutor/reader/interpreter		
Ever	4769	58
In past year	4737	73
In past year from school	4737	59
Received physical therapy/mobility training		
Ever	4793	80
In past year	4774	88
In past year from school	4774	55
Received transportation assistance		
Ever	4820	55
In past year	4814	71
In past year from school	4814	46

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"
>
> "Has (NAME) had any of this job training or help in the past 12 months?"
>
> "Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

> "Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

18 (number of weeks in a typical school semester)
x hours per week student took the course
x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."
>
> "Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"
>
> "Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."
>
> "Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

> The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:
>
> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken.
>
> "Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.
- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

> "Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

> "What was this student's status at the end of the school year?" Possible responses included:
> - Graduated
> - Exceeded the school age limit
> - Completed the school year and promoted to the next grade level
> - Completed the school year but not promoted to the next grade level
> - Dropped out
> - Permanently expelled
> - Transferred/moved to another school
> - Incarcerated
> - Institutionalized due to handicap
> - Other (specify)
> - Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

School Completion Status	Record Abstract Response
Graduated	Graduated
Aged Out	Exceeded the school age limit
Dropped out/left	Dropped out
	Withdrew
	Institutionalized
	Incarcerated
	Other
Suspended/expelled	Permanently expelled

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.

- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.

- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred, for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.

- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH LEARNING DISABILITIES

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	74.7	77.9	74.5	75.9	74.3	75.8	94.6	88.1	29.4	95.1	31.7	26.5
	(2.1)	(4.0)	(3.5)	(3.6)	(2.4)	(4.1)	(2.1)	(2.5)	(3.6)	(1.3)	(5.0)	(4.6)
Number of respondents	917	235	317	292	691	226	215	312	390	493	183	241
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	69.2	56.6	72.7	74.2	72.9	59.0	62.2	70.0	77.5	64.3	78.4	83.7
	(2.3)	(4.8)	(3.6)	(3.7)	(2.5)	(4.8)	(4.4)	(3.6)	(3.4)	(2.9)	(4.5)	(4.0)
Number of respondents	886	232	312	280	665	221	215	305	366	493	172	221
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**												
Seventh grade	23.1	12.8	17.4	36.7	23.8	21.4	35.6	18.1	12.2	26.7	15.6	12.2
	(2.0)	(3.2)	(2.9)	(3.7)	(2.3)	(3.8)	(4.1)	(2.7)	(2.7)	(2.6)	(3.6)	(3.8)
Eighth grade	28.0	13.8	19.6	47.5	29.1	24.7	38.1	24.3	18.5	31.0	23.7	16.5
	(2.1)	(3.3)	(3.0)	(3.8)	(2.5)	(4.0)	(4.1)	(3.0)	(3.2)	(2.7)	(4.3)	(4.3)
Ninth grade	84.9	80.6	85.6	88.2	83.9	87.4	84.8	84.6	85.6	85.4	81.2	86.0
	(1.7)	(3.8)	(2.6)	(2.5)	(2.0)	(3.1)	(3.1)	(2.5)	(2.9)	(2.0)	(3.9)	(4.0)
Tenth grade	90.9	87.1	94.0	91.6	90.6	91.6	81.1	95.9	97.5	88.4	96.4	98.2
	(1.4)	(3.2)	(1.8)	(2.1)	(1.6)	(2.6)	(3.3)	(1.4)	(1.3)	(1.9)	(1.9)	(1.5)
Eleventh grade	91.2	87.4	94.0	91.0	90.9	91.8	80.4	96.8	98.1	88.7	96.9	98.2
	(1.3)	(3.2)	(1.8)	(2.2)	(1.6)	(2.5)	(3.4)	(1.2)	(1.1)	(1.8)	(1.7)	(1.5)
Twelfth grade	91.2	87.5	94.0	91.0	91.0	91.8	80.4	96.8	98.2	88.7	97.1	98.2
	(1.3)	(3.1)	(1.8)	(2.2)	(1.6)	(2.5)	(3.4)	(1.2)	(1.1)	(1.8)	(1.7)	(1.5)
Ungraded	35.8	35.2	38.0	34.1	36.2	34.7	38.5	34.7	33.4	36.1	33.3	39.1
	(2.3)	(4.5)	(3.7)	(3.6)	(2.6)	(4.4)	(4.1)	(3.4)	(3.9)	(2.8)	(4.7)	(5.6)
Number of respondents	955	240	359	344	710	243	246	368	341	544	207	193

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* Source: Parent interviews

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH LEARNING DISABILITIES

	Household Income			Ethnicity			Head of Household's Education		
Subgroups Referenced, and Table Number(s)	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	74.2	79.1	74.3	76.2	74.3	77.2	75.5	74.8	77.2
	(4.7)	(3.5)	(3.2)	(4.7)	(2.5)	(7.7)	(3.6)	(3.3)	(4.0)
Number of respondents	174	264	390	171	657	58	305	355	235
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	64.3	72.4	71.2	56.8	75.5	47.7	65.8	72.3	69.8
	(5.3)	(3.9)	(3.3)	(5.7)	(2.5)	(9.3)	(4.0)	(3.4)	(4.4)
Number of respondents	166	260	387	161	643	57	296	350	233
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**									
Seventh grade	24.6	21.4	24.1	14.4	24.5	17.0	23.6	24.4	19.9
	(5.1)	(3.8)	(3.3)	(4.3)	(2.6)	(7.5)	(3.8)	(3.6)	(4.2)
Eighth grade	29.5	25.7	27.2	17.9	29.7	17.0	30.8	27.1	19.9
	(5.4)	(4.1)	(3.5)	(4.6)	(2.7)	(7.5)	(4.2)	(3.7)	(4.2)
Ninth grade	80.1	87.0	85.1	78.6	84.9	85.4	84.0	83.6	86.5
	(4.8)	(3.1)	(2.8)	(5.0)	(2.1)	(7.1)	(3.3)	(3.1)	(3.6)
Tenth grade	83.7	93.7	92.5	87.9	92.7	79.6	87.6	91.8	93.2
	(4.4)	(2.3)	(2.0)	(3.9)	(1.6)	(8.1)	(3.0)	(2.3)	(2.6)
Eleventh grade	82.4	93.7	93.4	88.4	92.9	79.6	87.6	92.7	91.9
	(4.5)	(2.3)	(1.9)	(3.9)	(1.5)	(8.1)	(3.0)	(2.2)	(2.9)
Twelfth grade	82.4	93.7	93.4	88.4	92.9	79.9	87.7	92.7	91.9
	(4.5)	(2.3)	(1.9)	(3.9)	(1.5)	(8.0)	(3.0)	(2.2)	(2.9)
Ungraded	45.7	34.4	34.7	34.5	35.5	56.2	35.2	36.2	41.1
	(5.9)	(4.4)	(3.7)	(5.7)	(2.9)	(9.9)	(4.3)	(4.0)	(5.2)
Number of respondents	141	225	336	145	589	49	257	301	193

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* Source: Parent interviews.

** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH LEARNING DISABILITIES (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 12: Percentage of youth in schools that served learning handicapped students	99.5	98.9	100	99.4	99.3	100	98.6	100	100	99.3	100	100
	(0.4)	(1.1)	(0.0)	(0.7)	(0.5)	(0.0)	(1.1)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)
Number of respondents	825	198	317	300	626	198	209	317	299	466	176	174
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	91.3	85.7	95.4	91.7	90.6	93.2	81.7	96.0	97.4	88.6	95.8	99.8
	(1.4)	(3.7)	(1.7)	(2.3)	(1.7)	(2.5)	(3.6)	(1.5)	(1.4)	(2.0)	(2.2)	(0.5)
Number of respondents	826	197	325	295	625	200	205	319	302	465	176	176
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	51.8	67.5	51.9	41.4	48.5	61.3	48.8	54.3	51.9	50.5	56.3	51.5
	(2.5)	(4.9)	(4.0)	(4.1)	(2.9)	(4.9)	(4.6)	(3.8)	(4.4)	(3.1)	(5.4)	(6.0)
Number of respondents	831	198	325	299	628	202	207	322	302	469	176	177
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	98.8	99.4	98.7	98.7	98.5	99.5	99.0	98.6	98.8	98.6	98.8	99.5
	(0.6)	(0.8)	(0.9)	(0.9)	(0.7)	(0.7)	(0.9)	(0.9)	(1.0)	(0.7)	(1.2)	(0.9)
Number of respondents	825	199	324	293	621	203	207	319	299	466	174	176

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH LEARNING DISABILITIES (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 12: Percentage of youth in schools that served learning handicapped students	97.5 (2.0)	100 (0.0)	100 (0.0)	98.3 (1.7)	99.6 (0.4)	100 (0.0)	99.1 (0.9)	99.3 (0.8)	100 (0.0)
Number of respondents	119	197	289	120	512	43	228	256	162
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	83.2 (4.9)	94.4 (2.3)	90.2 (2.5)	85.6 (4.6)	92.6 (1.7)	80.8 (8.5)	86.6 (3.3)	92.9 (2.3)	90.5 (3.3)
Number of respondents	118	196	293	121	516	42	227	257	165
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	60.9 (6.3)	52.4 (5.0)	50.5 (4.2)	65.2 (6.3)	47.8 (3.2)	77.9 (8.9)	54.6 (4.7)	49.5 (4.5)	59.2 (5.6)
Number of respondents	120	197	294	121	521	43	231	258	164
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	100 (0.0)	99.9 (0.3)	97.8 (1.2)	99.4 (1.0)	98.5 (0.8)	100 (0.0)	99.9 (0.3)	99.1 (0.8)	96.9 (2.0)
Number of respondents	121	194	292	123	511	43	232	255	162

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH LEARNING DISABILITIES (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 18: Percentage in schools that reported having students in need of:												
Speech/language therapy	93.1	97.2	91.9	91.5	93.3	92.7	93.4	92.9	93.2	94.4	93.3	87.7
	(1.3)	(1.7)	(2.2)	(2.3)	(1.4)	(2.6)	(2.3)	(1.9)	(2.2)	(1.4)	(2.7)	(3.9)
Physical therapy	66.8	73.1	72.5	56.2	66.6	67.5	72.0	63.9	64.2	68.0	65.9	61.6
	(2.5)	(4.9)	(3.6)	(4.2)	(2.8)	(4.9)	(4.3)	(3.7)	(4.4)	(3.0)	(5.2)	(6.1)
Occupational therapy	70.2	75.6	75.8	60.0	69.6	71.9	73.2	68.3	69.3	70.7	71.7	65.2
	(2.4)	(4.7)	(3.5)	(4.2)	(2.8)	(4.7)	(4.3)	(3.6)	(4.2)	(3.0)	(5.0)	(6.0)
Hearing-loss therapy	68.1	84.6	69.1	55.4	68.2	67.6	69.2	68.2	65.8	70.8	61.2	63.7
	(2.4)	(3.9)	(3.8)	(4.2)	(2.8)	(4.9)	(4.3)	(3.6)	(4.3)	(2.9)	(5.5)	(5.9)
Psychotherapy/counseling	88.1	94.0	94.0	78.2	87.2	90.8	90.5	87.5	85.4	88.8	88.1	84.6
	(1.7)	(2.6)	(1.9)	(3.5)	(2.0)	(3.0)	(2.7)	(2.6)	(3.2)	(2.0)	(3.6)	(4.5)
Medical services	80.8	88.4	82.4	73.8	80.5	81.8	82.1	81.1	78.5	81.8	81.0	76.6
	(2.1)	(3.6)	(3.1)	(3.8)	(2.4)	(4.1)	(3.7)	(3.1)	(3.8)	(2.5)	(4.4)	(5.2)
Adaptive physical education	85.2	89.0	92.9	74.2	85.7	83.8	86.6	83.9	85.3	85.3	84.9	85.7
	(1.8)	(3.3)	(2.1)	(3.7)	(2.1)	(3.8)	(3.2)	(2.8)	(3.2)	(2.3)	(4.0)	(4.3)
Social work services	93.0	98.1	94.4	87.5	92.9	93.4	92.2	94.2	92.2	92.8	95.0	92.2
	(1.3)	(1.4)	(1.9)	(2.8)	(1.5)	(2.6)	(2.5)	(1.8)	(2.4)	(1.7)	(2.4)	(3.3)
Special transportation	87.0	87.9	91.0	82.3	87.4	85.9	86.1	87.6	87.3	87.8	83.4	88.2
	(1.7)	(3.4)	(2.3)	(3.2)	(1.9)	(3.5)	(3.2)	(2.5)	(3.0)	(2.1)	(4.0)	(3.9)
Human aides or tutors	92.7	94.4	93.7	90.3	92.4	93.6	91.1	93.4	93.9	92.2	95.1	93.6
	(1.3)	(2.4)	(1.9)	(2.5)	(1.6)	(2.5)	(2.6)	(1.9)	(2.1)	(1.7)	(2.4)	(2.9)
Physical aids	70.4	81.4	67.0	66.8	70.4	70.4	68.6	69.1	75.4	71.7	66.7	69.8
	(2.4)	(4.3)	(3.8)	(4.0)	(2.7)	(4.8)	(4.4)	(3.6)	(3.9)	(2.9)	(5.3)	(5.6)
None of these	98.9	99.1	99.5	98.0	99.1	98.1	98.0	99.6	98.7	98.9	98.8	98.7
	(0.5)	(1.0)	(0.6)	(1.1)	(0.5)	(1.4)	(1.3)	(0.4)	(1.0)	(0.6)	(1.2)	(1.4)
Number of respondents	767	175	307	272	582	183	188	294	281	425	161	163
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	94.6	90.1	95.5	97.8	93.9	96.7	92.4	96.3	95.1	93.6	95.8	98.3
	(1.1)	(3.2)	(1.6)	(1.2)	(1.4)	(1.8)	(2.5)	(1.4)	(1.9)	(1.5)	(2.2)	(1.5)
Number of respondents	816	190	325	291	618	197	205	310	301	456	172	179

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 18: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH LEARNING DISABILITIES (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000- $24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 18: Percentage in schools that reported having students in need of:									
Speech/language therapy	96.0	91.5	92.9	95.1	92.5	96.7	93.0	94.1	91.6
	(2.5)	(2.8)	(2.1)	(2.8)	(1.7)	(3.8)	(2.4)	(2.1)	(3.1)
Physical therapy	62.8	67.1	68.4	73.1	63.4	68.2	65.5	64.3	70.2
	(6.5)	(5.0)	(3.9)	(6.2)	(3.2)	(10.3)	(4.7)	(4.5)	(5.3)
Occupational therapy	62.9	71.6	71.9	76.6	66.7	67.8	68.2	67.2	74.3
	(6.5)	(4.8)	(3.8)	(5.9)	(3.1)	(10.2)	(4.6)	(4.4)	(5.1)
Hearing-loss therapy	73.3	68.8	65.3	80.6	63.9	76.1	67.6	68.8	69.6
	(6.0)	(4.9)	(4.0)	(5.5)	(3.1)	(9.6)	(4.6)	(4.3)	(5.3)
Psychotherapy/counseling	85.1	89.3	90.1	93.3	85.4	100	87.9	85.9	93.6
	(4.8)	(3.2)	(2.5)	(3.4)	(2.3)	(0.0)	(3.2)	(3.2)	(2.8)
Medical services	78.5	82.6	80.1	87.7	77.4	93.2	82.8	75.7	84.5
	(5.6)	(4.0)	(3.4)	(4.6)	(2.8)	(5.9)	(3.7)	(4.1)	(4.3)
Adaptive physical education	85.5	84.6	85.6	88.7	84.3	79.9	85.4	81.9	88.9
	(4.6)	(3.7)	(3.0)	(4.3)	(2.4)	(8.8)	(3.4)	(3.5)	(3.6)
Social work services	91.6	93.3	94.8	97.4	91.1	100	93.5	90.4	95.7
	(3.7)	(2.6)	(1.9)	(2.2)	(1.9)	(0.0)	(2.5)	(2.7)	(2.3)
Special transportation	86.1	86.6	90.0	93.0	85.9	74.5	83.2	87.5	93.0
	(4.5)	(3.5)	(2.5)	(3.4)	(2.2)	(9.5)	(3.6)	(3.0)	(2.9)
Human aides or tutors	93.8	89.4	96.7	96.7	92.5	94.9	94.1	91.3	94.9
	(3.2)	(3.2)	(1.5)	(2.4)	(1.7)	(4.7)	(2.3)	(2.6)	(2.5)
Physical aids	73.5	70.6	67.4	83.9	67.8	66.7	72.1	69.2	69.5
	(6.0)	(4.8)	(4.0)	(5.1)	(3.1)	(10.9)	(4.4)	(4.4)	(5.4)
None of these	99.4	98.4	99.7	98.5	98.9	100	99.6	98.8	98.3
	(1.0)	(1.2)	(0.4)	(1.6)	(0.7)	(0.0)	(0.6)	(1.0)	(1.5)
Number of respondents	107	173	279	109	479	36	213	231	153
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	89.2	96.6	93.5	93.4	94.8	83.5	93.1	95.0	91.9
	(4.1)	(1.8)	(2.1)	(3.3)	(1.4)	(8.0)	(2.4)	(2.0)	(3.1)
Number of respondents	117	192	286	119	506	42	227	248	162

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH LEARNING DISABILITIES (Concluded)

		Community			Gender		Age in 1987			School Status		
Subgroups Referenced, and Table Number(s)	Total	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 26: Percentage in schools with life skills programs that served students who were:*												
Mildly learning handicapped	82.5	70.9	86.6	85.9	81.7	84.5	81.4	81.6	85.7	80.9	83.6	89.6
	(1.9)	(4.7)	(2.7)	(2.9)	(2.2)	(3.7)	(3.6)	(2.9)	(3.1)	(2.5)	(4.1)	(3.7)
Severely impaired	26.3	22.8	18.8	37.6	26.3	26.3	22.6	29.4	26.3	24.0	28.6	35.5
	(2.2)	(4.4)	(3.1)	(4.0)	(2.6)	(4.5)	(3.9)	(3.5)	(3.9)	(2.7)	(5.0)	(5.7)
Sensorily or physically impaired	39.5	32.7	43.9	40.2	39.0	40.7	38.3	39.2	41.8	38.6	36.4	47.9
	(2.5)	(4.9)	(3.9)	(4.1)	(2.8)	(5.0)	(4.5)	(3.7)	(4.4)	(3.0)	(5.3)	(6.0)
Number of respondents	829	199	325	295	629	199	208	317	304	470	171	179
Table 36: Percentage of youth that had:**												
Any graded classes	93.9	96.3	92.9	97.3	93.3	95.3	92.8	96.1	91.5	95.7	90.5	91.9
	(1.2)	(2.0)	(2.1)	(1.4)	(1.4)	(2.1)	(2.4)	(1.5)	(2.4)	(1.3)	(3.2)	(3.1)
Graded regular education classes	88.1	80.9	88.6	96.0	87.5	89.8	83.4	92.5	87.4	88.7	86.9	89.0
	(1.6)	(4.2)	(2.6)	(1.6)	(1.9)	(3.0)	(3.5)	(2.0)	(2.9)	(2.0)	(3.7)	(3.6)
Graded special education classes	71.9	77.9	72.3	72.7	73.7	67.0	72.7	72.0	70.4	73.6	64.5	74.1
	(2.3)	(4.4)	(3.7)	(3.7)	(2.6)	(4.7)	(4.1)	(3.4)	(3.9)	(2.8)	(5.2)	(5.0)
Number of respondents	838	192	303	287	627	210	205	312	321	451	177	200
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	55.8	60.9	52.8	55.4	55.7	55.7	48.8	58.2	61.3	53.8	63.8	55.6
	(2.6)	(5.3)	(4.3)	(4.2)	(3.0)	(5.0)	(4.9)	(3.9)	(4.2)	(3.3)	(5.3)	(5.6)
Number of respondents	795	182	281	278	594	200	187	296	312	417	172	199
Tables 28, 37, 40 and 41: Percentage of youth who were:***												
In secondary school	66.8	71.9	66.5	67.3	65.7	70.2	94.4	75.7	13.9	100	0.0	0.0
	(2.0)	(4.0)	(3.4)	(3.4)	(2.3)	(3.9)	(1.8)	(2.9)	(2.4)	(0.0)	(0.0)	(0.0)
Out of secondary school a year or less	16.4	15.3	17.8	17.2	17.0	14.3	3.6	14.6	37.0	0.0	100	0.0
	(1.6)	(3.2)	(2.8)	(2.7)	(1.8)	(3.0)	(1.5)	(2.4)	(3.4)	(0.0)	(0.0)	(0.0)
Out of secondary school 1-2 years	16.8	12.8	15.7	15.5	17.3	15.5	1.9	9.7	49.1	0.0	0.0	100
	(1.6)	(3.0)	(2.7)	(2.6)	(1.9)	(3.1)	(1.1)	(2.0)	(3.5)	(0.0)	(0.0)	(0.0)
Number of respondents	1169	279	382	382	880	287	278	411	480	610	236	323

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH LEARNING DISABILITIES (Concluded)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 26: Percentage in schools with life skills programs that served students who were:*									
Mildly learning handicapped	83.2	77.8	83.3	72.8	83.8	81.2	78.7	82.3	82.8
	(4.8)	(4.2)	(3.1)	(5.9)	(2.3)	(8.4)	(3.9)	(3.4)	(4.3)
Severely impaired	22.8	27.1	23.1	22.1	26.6	27.5	24.4	26.2	23.0
	(5.4)	(4.4)	(3.5)	(5.5)	(2.8)	(9.5)	(4.1)	(3.9)	(4.9)
Sensorily or physically impaired	27.9	38.3	42.5	35.1	37.3	39.1	32.7	38.6	42.7
	(5.7)	(4.9)	(4.1)	(6.3)	(3.1)	(10.4)	(4.5)	(4.4)	(5.7)
Number of respondents	122	197	289	122	516	43	233	258	160
Table 36: Percentage of youth that had:**									
Any graded classes	93.3	97.4	95.5	96.0	96.4	77.9	92.5	97.3	95.7
	(3.3)	(1.6)	(1.8)	(2.6)	(1.2)	(9.3)	(2.6)	(1.5)	(2.4)
Graded regular education classes	80.9	91.7	90.2	82.3	91.4	71.4	85.7	91.7	84.9
	(5.2)	(2.9)	(2.5)	(5.0)	(1.8)	(10.1)	(3.4)	(2.5)	(4.2)
Graded special education classes	84.3	75.2	63.1	83.3	71.4	57.3	78.7	73.5	63.9
	(4.9)	(4.5)	(4.1)	(4.9)	(3.0)	(11.1)	(4.0)	(4.0)	(5.7)
Number of respondents	112	183	278	121	489	39	216	247	153
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	59.1	58.2	54.2	62.2	55.1	70.9	58.2	57.2	59.0
	(6.9)	(5.2)	(4.3)	(6.6)	(3.4)	(10.6)	(5.0)	(4.7)	(5.9)
Number of respondents	102	176	266	115	462.	36	202	233	149
Tables 28, 37, 40 and 41: Percentage of youth who were ***									
In secondary school	70.4	68.3	70.0	72.5	68.1	70.1	69.1	69.9	71.4
	(4.7)	(4.0)	(3.3)	(4.7)	(2.5)	(7.9)	(3.7)	(3.5)	(4.3)
Out of secondary school a year or less	13.3	14.8	17.2	15.6	16.0	9.9	13.4	15.1	17.2
	(3.5)	(3.0)	(2.7)	(3.8)	(2.0)	(5.1)	(2.7)	(2.7)	(3.6)
Out of secondary school 1-2 years	16.3	16.8	12.8	11.9	15.9	20.1	17.5	15.0	11.4
	(3.8)	(3.2)	(2.4)	(3.4)	(2.0)	(6.9)	(3.1)	(2.7)	(3.0)
Number of respondents	192	271	391	193	704	66	324	366	237

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* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

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